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PUBLIC SCHOOLS

—OF—

SIoux CITY, IOWA.

1893-94.

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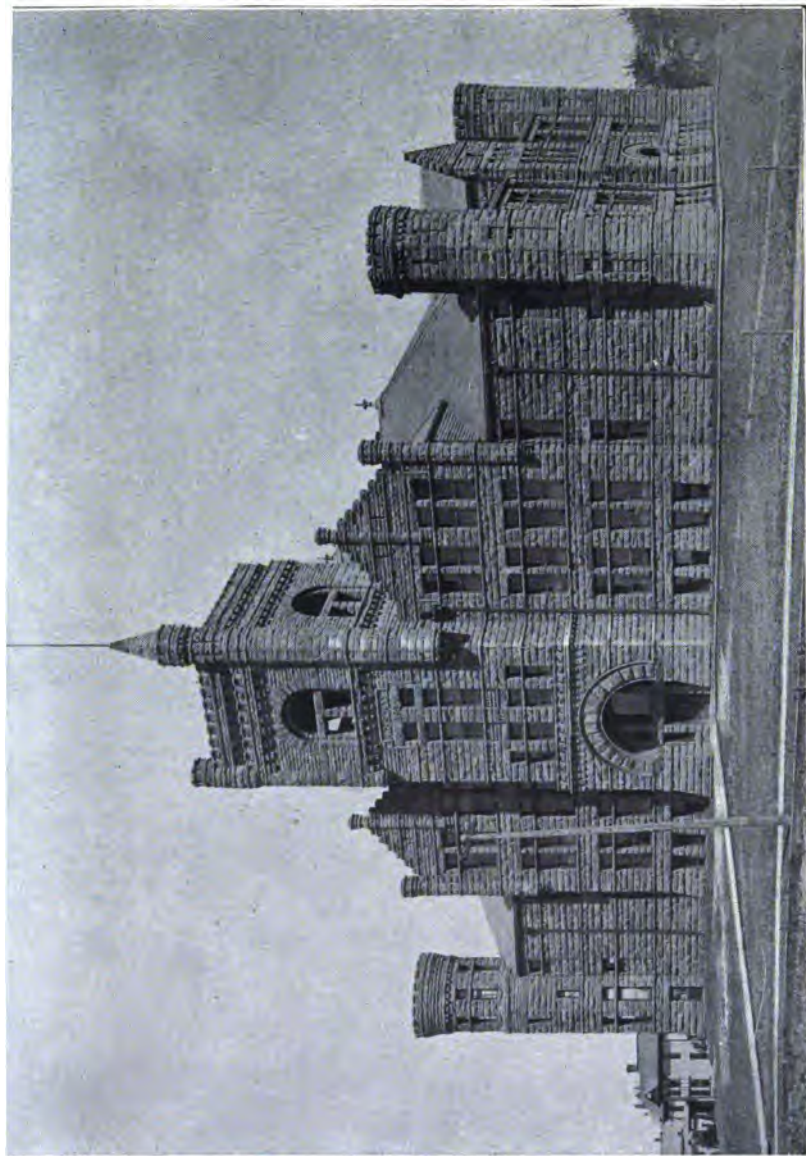
of Schools

of

City, Iowa

1894

PRINTERS



HIGH SCHOOL—TWELFTH AND JACKSON STREETS.
Seating Capacity, Assembly Room Plan, 800; High School Plan, 500.

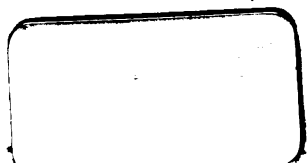
Public Schools

of

Sioux City, Iowa

1893-4

SIoux CITY, IOWA
PERKINS BROS. COMPANY, PRINTERS
1894



BOARD OF EDUCATION.

OFFICERS.

President—F. C. HILLS.

Secretary—R. M. DOTT.

Treasurer—HARRY S. HUBBARD.

Superintendent—H. E. KRATZ.

MEMBERS.

W. R. WEBB, Corner Fourth and Pearl Sts.,	-	Term expires 1895
H. A. JOHNS, Nineteenth and Boulevard Sts.,	-	" " 1895
F. C. HILLS, 812 Douglas St.,	- - - - -	" " 1896
E. D. WIGTON, 27 Bolton Block,	- - - - -	" " 1896
JULIUS PAPPE, Corner Fourth and Pierce Sts.	- -	" " 1897
A. B. ANDERSON, 313 Jackson St.,	- - - - -	" " 1897

COMMITTEES.

Finance--Wigton, Johns, Anderson.

Purchasing—Pappe, Webb, Wigton.

School House—Webb, Pappe, Hills.

Teachers--Johns, Wigton, Hills.

Auditing—Anderson, Johns, Pappe.

Board Rooms in High School Building, Twelfth and Jackson Streets.

Regular Meetings, First Monday evening of each month.

School House Carpenter, O. Johnson.

[illegible]

LIST OF SUPERINTENDENTS.

STERNE ROGERS.....September, 1869 to September, 1876
ALLEN ARMSTRONG.....September, 1876 to December, 1888
MRS. H. K. DEL FOSSE.....December, 1888 to April, 1889
C. W. DEANEApril, 1889 to November, 1891
H. E. KRATZ.....November, 1891 to —

REPORT OF THE PRESIDENT.

The Board of Education of the Independent District of Sioux City, herewith submits its report, financial, statistical and retrospective by departments, for the school year ended June 30, 1894, together with the Curriculum and Rules and Regulations, which have been adopted for the government of those in charge of the various departments of the work of instruction, and also under which pupils will be admitted to the schools. The rules for the admission of pupils have been made to conform with the laws of the state, and in accordance with instructions promulgated by the State Board of Health, as received through the Local Board of Health and the Superintendent of Public Instruction for the state of Iowa.

The Board has endeavored during the past year, as in preceding years, to exercise the most rigid economy in expenditures, consistent with the welfare of the schools. The Longfellow school building at Morning Side, which was destroyed by fire since our last published biennial report, has been replaced by an eight-room ward school building, which is considered one of the best arranged ward school buildings in the city.

The new and elegant High School building has been occupied for the first time during the past year, by the commercial department and High School, and the class and graduating exercises were held in its assembly room for the first time, at the close of school. Its seating capacity for such occasions being about 900. It is a matter of congratulation

that our High School now has a home in fact, as well as in name, after a migratory existence of over eighteen years, during which time 231 pupils have graduated, including the class of '94; 70 of these graduates were young men and 161 young women.

In the construction of the building, ample provision has been made for departments of Manual Training and Domestic Economy, and it is hoped that these valuable and practical departments may be established in the near future. The original plans also provided for an astronomical tower at the southwest corner of the building, and although a contract was executed for the construction and placing in position of the dome, it was decided before any work was done that the proper place for same would be on the main tower, which would give an uninterrupted field of vision. It is to be hoped that these plans may be completed in the near future, that our classes may have the benefit of actual observation in pursuance of their studies.

The Board of Education is provided with a suitable room for holding its meetings, and a fire proof vault in connection therewith for the preservation of its records and valuable papers, in the High School building.

The Commercial Department, consisting of a one year's course of study, which was instituted in 1887, has proved a valuable addition to the public school system of our city, and arrangements are being made to provide it a suitable home in the High School building, where, although an entirely separate department, its pupils, and those of the High School, can have the benefit of class work in either, for such special studies as they may desire to take, and be able to carry forward in addition to their regular work.

It was hoped that no additional room would be needed for the next year's school work, but the indications are that two additional rooms will be needed in the Cooper building.

Pupils that should have been provided for in that school have been sent to others that are also crowded. In making such addition it should be done so that in the future it can be enlarged to a full eight-room ward school, its location being near the stock yards, packing houses, and in a growing part of the city.

During the past year, in the interest of economy in operation and efficiency in work, by giving scholars the benefit of regular grade work, the Board has arranged for transportation of scholars from several of the small suburban schools, to regular grade schools, and the results have been very satisfactory, not only in economy, but also in better preparing the scholars for the work of succeeding grades. I would recommend that the Board give careful consideration to the question of taking care of the suburban schools in this manner where the conditions are such that it is practical to do so.

That the schools of the city have been ably managed is evidenced by the fact that no cases of discipline of pupils have been appealed to the Board during the past year, and the high average of scholarship in grade promotions, and of the graduating classes go to show that good, faithful and efficient work has been done by superintendent, principals and teachers. The total enrollment of pupils during the past year, including transfers, has been 5,963, which, with 146 teachers, makes an average enrollment of about forty-one scholars to each teacher.

It is but just to say that the success of our schools is due to the deep interest all have taken in their work. This is especially true in regard to "child study," and it is believed there is in every child's make-up, some sympathetic cord by which he can be led, if it can only be reached. I am fully convinced that excellent work has been done in this line in our schools, and that it is the duty of teachers to endeavor

taught to love its starry folds and to honor and maintain the principles which it represents.

In accordance with the recommendation of the State Superintendent of Public Instruction, Arbor Day, April 27, was observed by appropriate exercises and the planting of trees on the school grounds by pupils of the various schools. As a mark of appreciation of fifteen years of service of Dr. William R. Smith on the Board of Education, and of the esteem in which he is held by the members thereof, the Board, assisted by superintendent, principal, teachers and scholars of the High School transplanted a tree from the High School grounds to Dr. Smith's lawn, where it was planted with appropriate exercises.

On Memorial Day, May 30, the schools united with the citizens and members of the Grand Army Posts in a proper observance of the day. Respectfully submitted,

F. C. HILLS, *President.*

June 30, 1894.

SECRETARY'S REPORT.

To the Honorable Board of Education of the Independent District of Sioux City:

GENTLEMEN:—I have the honor to submit my Report as Secretary of the Independent District of Sioux City for the year ending February 19th, 1894.

SCHOOL HOUSE FUND

Balance on hand February 20, 1893.....	\$ 20,983.05	
Received insurance on Longfellow building.....	10,000.00	
Fund overdrawn.....	41,071.76—	\$ 72,054.81

CONTRA.

Orders drawn on treasurer.....	\$ 72,054.81	
Of the above there are outstanding orders.....	\$ 20,228.94	
Time orders not due.....	2,500.00	

Total.....	\$ 22,723.94	
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TEACHERS' FUND.

Amount on hand February 20, 1893.....	\$ 30,328.46	
Received county treasurer, taxes.....	66,618.65	
Received state apportionment.....	14,629.95—	\$111,577.06

CONTRA.

Orders drawn on treasurer.....	\$ 80,814.64	
Balance on hand	30,762.42—	\$111,577.06

CONTINGENT FUND.

Balance on hand February 20, 1893.....	\$ 10,558.26	
Received county treasurer, taxes.....	39,187.46	
Received, other sources.....	41.10—	\$ 49,786.82

CONTRA.

Orders drawn on treasurer.....	\$ 40,208.69	
Balance on hand.....	9,578.13—	\$ 49,786.82
Orders outstanding.....	245.82	

RECAPITULATION.

Total receipts.....	\$192,846.93	
Total expenditures.....		\$193,078.14
Expenditures over receipts.....	731.21	

	\$193,078.14—	\$193,078.14
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ITEMS OF EXPENDITURES.

Teachers' salaries.....	\$ 80,814.64	
Bonds and interest.....	13,453.05	
Repairs and improvements	90.40	
Furniture.....	2,593.72	
Grounds and buildings.....	49,861.79	
Heating and ventilating	3,555.85	
School house sites.....	2,500.00	
Janitors.....	12,146.16	

Fuel.....	\$ 9,578.98
Insurance.....	1,537.77
Books and stationery.....	31.85
Supplies.....	4,822.50
Salaries secretary and treasurer.....	400.00
Repairs.....	6,173.12
Special assessments.....	2,623.60
Rent.....	1,091.00
Printing and blanks.....	269.08
World's Fair exhibit.....	79.95
Architect fees.....	150.00
Miscellaneous.....	1,304.68
Total.....	\$193,078.14

INSURANCE EXHIBIT.

NAME OF SCHOOL	BUILDING F. AND L.	FURNITURE F. AND L.
Annex.....	\$ 1,600	\$ 400
Armstrong.....	10,000	1,000
Bancroft.....	18,000	2,000
Bryant.....	7,000	1,000
Cooper.....	8,000	500
Dwight.....	2,125	600
Everett.....	11,000	500
Emerson Heights.....	1,350	150
Floyd Primary.....	700	150
Franklin.....	5,000	.....
High School.....	45,000	2,500
Hawthorne.....	12,500	.....
Hopkins.....	12,000	1,000
Hunt.....	1,400	100
Irving.....	8,000	1,000
Longfellow.....	12,000	.....
Mann.....	3,050	750
Peabody.....	2,750	250
Riverside.....	1,200	100
Springdale.....	1,000	.....
Spring Grove.....	800	200
Webster.....	10,000	2,000
Worcester.....	12,000	1,000
	\$186,475	\$ 15 200

As the policies expire the insurance is adjusted to conform to your resolution pertaining to dates of expiration, amounts to be carried on each building and equitable distribution among agents.

Respectfully submitted,

R. M. DOTT, *Secretary.*

TREASURER'S REPORT.

*To the Board of Education of the Independent District of
Sioux City:*

GENTLEMEN:—I have the honor to submit my Report as Treasurer of the Independent District of Sioux City, showing the lists of property, and bonded and other indebtedness of the District:

LIST OF PROPERTY OWNED BY THE INDEPENDENT DISTRICT OF SIOUX CITY.

NAME OF BUILDING	MATERIAL	NO. OF ROOMS	LOCATION	NO. OF LOTS	VALUE
High School...	Stone	.....	Twelfth and Jackson....	12	\$250,000
Armstrong....	Brick	9	Eighth and Pierce....	3	50,000
Bancroft.....	"	11	Eleventh and Pearl....	4	50,000
Irving.....	"	10	Eleventh and Jennings.	3	30,000
Hopkins.....	"	12	W. Eighth and Panoah.	3	50,000
Everett.....	"	10	W. Third and George...	3	30,000
Webster.....	"	10	W. Fifth and Market...	3	40,000
Worcester....	"	10	Wall and Dace.....	3	35,000
Hawthorne....	"	8	Leeds	3	22,000
Cooper.....	"	5	Washington & Fairmont	3	20,000
Dwight.....	Frame	6	Seventh and Wall.....	3	10,000
Peabody.....	"	6	Third and Prospect....	3	10,000
Mann.....	"	4	W. Third and Bluff....	3	10,000
Longfellow...	Brick	8	Garretson Avenue.....	3	23,000
Bryant.....	"	4	Thirtieth and Jennings..	3	15,000
Franklin.....	"	4	Ninth and Plymouth...	3	12,000
Floyd Primary	Frame	1	Eighth and Steuben....	1	1,000
Hunt.....	"	2	Twentieth and Nebraska	6	20,000
Riverside....	"	2	North Riverside.....	3	4,000
Springdale...	"	2	Springdale.....	1	1,500
Morning Side..	"	2	Maud and Lakeport....	3	4,000
Glen Hill.....	"	1	Glen Hill Addition....	3	2,000
Lynn.....	"	1	Lynn.....	.....	300
Spring Grove..	"	1	Spring Grove addition..	3	2,200
Perry Valley..	"	1	.....	.....	500
.....	.....	.....	Cor. Eighth and Cook...	3	4,500
.....	.....	.....	Schulein's Addition....	3	1,500
Cheney's Add.	Frame	2	Cheney's Add M'gside...	3	3,000
Emerson H'ts.	"	3	Highland Park.....	3	2,500

Total \$704,000
Value personal property 20,000

Total..... \$724,000

STATEMENT OF BONDED AND OTHER INDEBTEDNESS OF THE INDEPENDENT DISTRICT OF
SIOUX CITY.

Date	No.	Amt. Dollars	New or Refunded	Bonds Due	Bonds Payable	Rates Interest	When Payable	Where Payable	Remarks
July 1, 1889	1 to 85,	\$85,000	Refunded.	July 1, 1889	After 5 yrs. ...	4%	Jan. and July 1st	4th Nat'l Bank New York City.	
July 1, 1889	86 to 120,	35,000	New.....	July 1, 1889	At any time.	4%	Jan. and July 1st	4th Nat'l Bank, New York City.	
Jan. 1, 1892	121 to 170	50,000	New.....	Jan. 1, 1902	At any time	4%	Jan. and July 1st	4th Nat'l Bank City, New York City.	
Jan. 1, 1892	171 to 175, ...	5,000	Refunded.	Jan. 1, 1902	After 5 yrs. ...	4%	Jan. and July 1st	4th Nat'l Bank City, New York City.	
July 1, 1892	176 to 225, ...	50,000	New.....	July 1, 1902	At any time.	4%	Jan. and July 1st	4th Nat'l Bank City, New York City.	Debt of Dist Typ S C, as summed
July 1, 1892	226 to 232, ...	7,000	Refunded..	July 1, 1902	After 5 yrs. ...	4%	Jan. and July 1st	4th Nat'l Bank New York City.	
April 2, 1894	233 to 282 ..	50,000	New.....	April 2, 1904	At any time	4%	Jan. and July 1st	4th Nat'l Bank New York City.	
Mortgage....	.....	60,000	.....	Jan. 1, 1895	.....	5	Given J. L. Follett	on High School Site.	
Total.....	.....	\$342,000	.....	.....	.....	.....	.....	.....	.....

Respectfully submitted,
H. S. HUBBARD, *Treasurer.*

EXPENDITURES BY BUILDINGS FROM JUNE 30, 1893, TO JULY 1, 1894.

	High School	Armstrong	Bancroft	Bryant	Cooper	Dwight	Everett	Franklin	Hawthorne	Hopkins	Irving	Longfellow	Peabody	Mann and Webster	Worcester	Amount to be carried forward
Apparatus ..	\$ 31.30	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	\$ 31.30
Books	635.00	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	635.00
Trucks	22.50	\$ 4.50	.....	\$ 4.50	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	57.75
Drays	4.50	1.00	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	17.75
Electric	9.35	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2.25
Electric { Repairs ..	64.25	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	21.25
Electric { Supplies ..	1633.37	590.17	\$ 419.56	317.17	\$ 191.28	\$ 256.87	472.34	\$ 177.41	521.78	\$ 573.17	\$ 373.85	607.35	\$ 349.07	718.99	835.46	8,627.94
Fuel	137.73	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	137.73
Gas	385.17	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,073.66
Improvements ..	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,073.66
Labor .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	9.25
Rent .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
High School	75.00	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	75.00
Typewriters	65.98	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	65.98
Telephone	41.00	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	41.00
Water	195.77	15.00	15.00	15.00	.....	10.00	10.00	.....	.....	.....	.....	.....	.....	.....	.....	275.77
Repairs	548.51	217.71	39.67	27.51	70.91	78.11	70.98	25.72	73.61	47.72	68.17	22.43	50.77	24.61	124.76	1,539.62
Supplies	350.27	24.58	14.26	14.29	13.35	2.75	7.95	.....	6.94	3.05	4.00	26.46	4.35	53.21	24.50	549.92
Stores .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4.00
Tools	82.18	.....	.....	.....	.....	.....	.....	.....	1.00	.....	.....	.....	.....	.....	.....	83.18
Furniture	104.44	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	174.09
Totals	\$4357.55	\$ 853.93	\$ 523.47	\$ 486.22	\$ 278.32	\$ 350.43	\$ 563.81	\$ 207.33	\$ 692.49	\$ 647.94	\$ 499.72	\$ 313.25	\$ 405.89	\$ 830.79	\$ 1074.50	\$13,016.10

EXPENDITURES BY BUILDINGS—CONCLUDED, FROM JUNE 30, 1893, TO JULY 1, 1894.

	Amount Carried Forward	Emerson Helghite	Floyd	Glen Hill	Highland	Hunt	Lakeport	Logan Park	Lynn	Lixley Park	Riverside	Smith's Villa	Springdale	Spring Grove	Thompson's Grove	General	Total
Apparatus.....	\$ 31.30	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	\$ 31.30
Books.....	635.60	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	635.60
Clocks.....	57.75	\$ 1.00	.....	.....	\$ 1.00	\$ 4.50	.....	.....	.....	.....	.....	.....	.....	.....	.....	\$ 1.00	65.25
Drayage.....	17.15	4.00	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	19.31	40.46
Metric { Repair.....	2.25	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2.25
Metric { Supplies.....	214.68	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	214.68
Fuel.....	8,037.84	70.19	\$47.49	\$64.66	43.06	84.44	\$56.70	\$43.43	\$37.11	\$33.24	\$135.50	\$65.97	\$34.63	\$75.25	\$45.00	2.00	8,876.51
Gas.....	128.70	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	128.70
Improvements.....	1,073.66	1.20	.....	.....	.....	9.70	3.81	.....	.....	.....	1.70	1.70	.96	.....	.....	20.78	1,113.51
Labor.....	9.25	1.25	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	65.60	76.10
Rent— High School.....	75.00	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	75.00
Typewriters.....	65.28	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	65.28
Telephone.....	41.00	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	41.00
Water.....	275.77	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	275.77
Repairs.....	1,539.62	56.59	23.87	5.21	4.45	4.80	8.15	8.51	20.90	5.66	12.33	18.35	5.90	.30	9.96	140.18	1,865.03
Supplies.....	549.88	3.95	.85	3.05	.75	.90	.....	2.45	.90	.35	.85	.50	1.00	.15	.75	1,244.61	1,811.04
Stoves.....	4.00	20.00	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	24.00
Tools.....	83.18	.....	.....	.....	.....	.....	.....	.....	.....	.....	.45	.....	.....	.....	.....	8.90	92.53
Furniture.....	174.09	.....	.....	.....	.....	9.30	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	183.39
Total.....	\$13,016.10	\$ 158.18	\$72.21	\$72.92	\$49.26	\$113.64	\$68.66	\$54.39	\$68.91	\$39.25	\$ 150.98	\$86.72	\$4.12	\$75.70	\$55.71	\$ 1,502.38	\$15,617.40

**EXPENDITURES NOT INCLUDED UNDER BUILDINGS, FROM
JUNE 30, 1893 TO JULY 1, 1894.**

Assessments	\$ 2,457.90
Board Expenses	135.70
Books for Poor.....	13.51
Buildings—	
Emerson Heights.....	2,500.00
High School.....	5,821.01
Longfellow	14,583.33
Commencement	228.00
Court Costs.....	510.10
Hauling Children.....	65.00
Insurance.....	893.71
Interest.....	13,491.55
Janitors' Pay Roll ..	12,958.51
Moving High School Annex	190.00
Printing	187.27
Secretary's Salary.....	300.00
Teachers' Pay Roll.....	100,950.05
Text Books.....	14.10
World's Fair Exhibit.....	30.30
Total	\$ 156,330.04
Expenditures by Buildings.....	15,617.40
Total Expenditures.....	\$ 171,947.44

SUPPLIES USED BY BUILDINGS, 1893-4.

	Brooms	Brushes	Boxes of Crayon	Packages of Drawing Paper		Dusters	Dozens of Erasers	Gallons of Ink	Dozens of Lead Pencils	Quires of Legal Cap	Boxes of Pens	Dozens of Penholders	Pounds of Print Paper	Packages of Quincy Paper	Dozen Discs of Sand Paper	Boxes of Slate Pencils	Thermometers	Pointers
				9x12	6x9													
Armstrong.....	12	6	24	23	40	5	3	53	24	50	83	12	132	9	1	21	...	...
Bancroft.....	2	6	12	43	10	7	4	4	14	25	9	117	117	8	1	8	...	...
Bryant.....	4	6	25	25	10	2	1	1	34	30	6	3	44	12	2 1/2	20	3	...
Cooper.....	2	2	12	26	24	2	3	13	24	20	4	50	50	19	2 1/2	...	...	...
Dwight.....	2	2	24	42	8	4	3	44	24	30	1	3	340	11	1 1/2	31	1	3
Everett.....	3	2	6	31	24	3	4	1	9	103	33	1	92	3	3 1/2	31	1	2
Franklin.....	1	1	30	31	...	5	4	6	2	30	5	4	48	11	1 1/2	12	...	...
Hawthorne.....	4	1	32	50	...	4	3	63	27	108	18	10 1/2	350	3	2	112	...	...
High School.....	4	4	5	5	...	1	2	15	8	30	15	8	5	2	4	54	1	5
Hopkins.....	5	4	22	36	12	6	4	43	15	30	93	6	33	14	...	32	6	...
Hunt.....	6	3	6	40	...	3	4	13	30	20	2	3	158	15	...	...	...	...
Irving.....	3	3	...	...	...	...	...	...	6	20	6	...	...	...	...	...	...	...
Longfellow.....	3	3	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Mann.....	5	4	24	25	...	5	6	11	51	163	1	...	36	15	4 1/2	68	2	...
Peabody.....	1	1	6	...	...	1	2	1	20	...	1	...	37	3	...	13	...	...
Riverside.....	1	1	2	...	...	1	...	...	3	5	1	...	7	15	...	3	...	...
Springdale.....	10	8	35	32	...	11	4	63	24	70	143	6	306	7	2	100	...	...
Webster.....	17	9	51	15	...	10	8	31	72	60	83	11 1/2	125	7	2 1/2	56	...	...
Worcester.....	1	1	5	...	...	1	1	1	4	13	1	...	...	1	...	7	...	...
Emerson Heights.....	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Floyd.....	...	...	...	...	...	...	3	3	...	43	4	...	43	1	...	4	2	...
Glen Hill.....	1	1	7	...	...	...	...	3	2	...	...	...	...	...	...	...	...	...
Highland.....	1	1	1	...	3	...	...	...	...	...	...	...	...	...	...	...	...	...
Lakeport.....	1	1	3	...	...	...	...	3	5	63	1	1	4	1	...	4	...	...
Logan Park.....	...	...	3	...	...	...	...	...	43	...	...	...	...	...	...	...	...	...
Lynn.....	...	...	3	...	...	...	...	...	13	...	...	...	...	...	...	...	...	...
Pixley Park.....	1	...	5	1	1	...	...	1	4	3	1	4	20	1	...	1	2	...
Smith's Villa.....	...	...	...	...	...	...	...	...	5	...	...	...	4	1	...	7	...	...
Spring Grove.....	...	...	...	...	...	...	...	...	2	43	11	...	5	...	...	...	...	...
Thompson's Grove.....	...	...	3	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total.....	82	54	314	462	147	75	433	493	438 1/2	560	134	77	2,352	174	20 1/2	578	18	12

physical, intellectual and moral development realized in those saved school days, it would then appear as a statement of tremendous significance.

From teachers and patrons the remark has been frequently heard, "This has been one of the best years in the history of the schools." While other causes have contributed, yet regular attendance has been a prominent factor in producing such satisfactory results.

IMPROVEMENT OF TEACHERS.

The efficiency of school work depends more largely upon the teacher than upon any other factor. To select good teachers is an imperative duty, but teaching is narrowing in its tendency, and to overcome that tendency, constant efforts must be made to advance and broaden.

Every thoughtful superintendent must therefore plan to stimulate development and growth in his teachers. Progress, increasing intelligence can alone preserve from the narrowing tendency of routine into which the incautious drop. Increasing efficiency must be the constant aim.

To stimulate this development, we have endeavored by counsel, by visitation in the school room, by lectures and by discussions of professional works, to waken enthusiasm, inspire interest and study of every phase of the school work.

In our grade teachers' meetings, successful experience was made common property, essentials were separated from non-essentials, so as to secure definiteness in aim and wise results. An earnest effort was made to develop the habit of thoughtful self-criticism, so that the teachers would be constantly on the alert to discover weaknesses and deficiencies in themselves and in their pupils, and then set about correcting them in an intelligent way.

Believing also that the study of child mind in the school room is highly helpful, attention was directed, especially

among the primary teachers, to this interesting source. Much interest was developed in ascertaining the contents of the child mind, through a series of questions propounded to the beginners during the first days of school. It called forth more intelligent effort on the part of the primary teacher to link on to the child's known the related unknown.

Professional reading was stimulated in various ways. Aside from a carefully selected pedagogical library of over 300 volumes in the Superintendent's office, purchased by the teachers, and a large list of educational periodicals on file, to which frequent reference was made, the City Public Library contained many of the latest and best pedagogical works published. Thus an abundance of professional reading matter was made accessible.

It was believed that any plan which would lead teachers to make out an inventory of mental stock and strike a trial balance would prove helpful, and therefore to make a beginning along this line the following list of questions was handed each teacher, with the request that she fill out and return the same to the Superintendent's office:

1. What educational journals have you regularly read this school year?
2. Mention some useful hints that you have received from those journals and have successfully applied.
3. What educational book or books have you read during the present school year?
4. State two thoughts which have been suggested in those books which have proved helpful to you.
5. What educational meetings have you attended during the present school year?
6. State briefly any benefits you have derived from such meetings.

7. Point out in what subjects and in what particular features you believe that your teaching has improved the present year.

8. With what particular features of your work are you least satisfied? How have you tried to improve in these particulars?

9. Have you gained any additional insight into child nature? If so, what?

It is a matter of much gratification that our teachers generally are enthusiastic students of practical psychology and that they are developing, advancing and are becoming more apt in the utilization of psychological knowledge in their teaching. This thoughtful, intelligent work will not only bring up the schools to their highest efficiency, but will also bring, is already bringing, a new delight to the work of teaching.

VISITATION OF SCHOOLS.

With 144 school rooms to visit, scattered all over this city of magnificent distances, in thirty-one different buildings, even a casual observer can readily discover that visitation by the Superintendent, in one respect, at least, must take on the character commonly ascribed to that made by the angels.

During the year just closed your Superintendent made 960 visits, varying in length from five minutes to two hours each, the average time being about fifteen minutes. Each building was visited about once a month. Since this consumes a larger amount of time of the Superintendent than he can well devote to this special line of work, and efficiently perform his manifold other duties, he must necessarily more and more rely upon the supervision of the principals in their respective buildings, and more and more enlist their co-operation in this direction.

The plan of placing greater responsibilities upon principals has succeeded admirably, and will be continued. Those who are not in charge of a room are expected to visit rooms daily, study how to improve and strengthen each line of work, aid the teachers in securing greater efficiency in teaching, and see that the course of study and plans of work suggested by the Superintendent be faithfully carried out.

COURSE OF STUDY.

A course of study, like a text book in natural science, must be revised constantly. It can never reach that condition where there will be no further need of change. We therefore make no apology for the statement that a revision of our course of study is necessary.

Experience has shown that the first years of our course are too difficult for the immature minds of five-year-old children. Since we cannot change the state law admitting children to the public schools at that immature age, we shall recommend the adoption of a preliminary half year's work, consisting of work, some of it taken out of the first year, as formerly laid down, and some of it from other sources, with the design of preparing pupils to take up easily the regular first year's work.

This modification is also made for the purpose of gradually introducing the Kindergarten work. The work of the two Kindergarten rooms, which, by your wise action, is to be begun the coming year, can be made to cover the same period, a half year, as the preliminary grade and thus pupils, whether entering the Kindergarten, or the preliminary grade without Kindergarten, will in a half year be ready for the regular first year's work.

Some modifications have been made also in other lines of work, notably in arithmetic and language, by eliminating non-essentials and emphasizing essentials, and in physiology by requiring a text book in the higher grades for pupils' use.

CORRELATION OF STUDIES.

Much effort has been expended to work out as fully as possible, how to make the study of each subject supplement and strengthen all the rest. Especial attention has been given to unification of work along the line of language study. Its direct connection with every other line of study makes it the easiest channel in which to begin the work of unification. When the habit of looking out for opportunities to unify the work is once formed, rapid progress will be made.

As teachers more clearly understand the distinctions to be made in educational values, the activities and development each line of study induces, the common centers around which ideas should be grouped, they will be more able to economize time and effort. Some progress has been made already, but much yet remains to be made.

NATURE STUDY.

Nature Study has great value in school work because, if properly pursued, it develops the power of observation and leads to the formation of habits of systematic investigation.

So many otherwise well educated men and women having eyes see not the beauties and wonders of nature so lavishly displayed everywhere, demonstrates that there is great need of training the youth to observe carefully and systematically.

Nature study is exceedingly fascinating, both to pupils and teachers, chiefly because it appeals to the eye and hand for investigation and does not generally require those higher and more difficult mental activities which pertain to investigation in the abstract.

Up to a certain point, the development of careful, keen observation and furnishing some knowledge of nature which should be utilized in language work, it should be encouraged,

but, because of its peculiar fascination, care must be exercised that it does not crowd in upon the less novel, and at times more abstract, and therefore less attractive lines of study, such as language, reading, arithmetic, etc.

We are heartily in sympathy with nature study, but it must necessarily hold a subordinate place to the "three R's."

STUDY OF GEOGRAPHY.

Much better results are being secured in the study of geography than formerly. Instead of trying to cram a mass of disconnected facts down the pupil's mental æsophagus, the teacher leads him to discover that there are a few fundamental facts and principles upon which the entire structure of geographical knowledge can be erected.

Topography, in its broadest application, including not only inequalities in the earth's surface, but also latitude, is made to unfold to him the mysteries of climate, soil, drainage, products, commerce, people, their occupations, etc., and that which was only a severe tax to the memory, becomes an interesting study, a study of causes and effects, a thought study.

LANGUAGE STUDY.

We believe that language is the most important, the most practical subject of study found in the entire school curriculum, and consequently have tried to emphasize the importance of thorough work in this direction. Many grade meetings were held in which essentials were pointed out and plans suggested how these might be mastered. One fundamental principle was enunciated over and over again, "Arouse thought and then lead to its correct expression." Other suggestions oft repeated were, "Carry out the oral and written work on parallel lines." "Make all school work an aid in advancing language work." "Strive to develop in your pupils the habit of self criticism and better use of language."

Teachers were instructed to expect and look for improvement among their pupils in their use of language, both oral and written, and if no improvement could be noted to seriously question the efficiency of their work. By these and many other means, intelligently and heartily entered into by the teachers, our language work has been greatly strengthened the year just closed.

ARITHMETIC.

In a few of the primary grades, pupils were required to give somewhat elaborate and intricate analyses of mental problems, the memorizing of which consumed so much time that but little was left for the acquisition of accuracy and quickness in the fundamental operations. Instructions were given that the briefest analyses possible, consistent with clearness should be used.

A careful investigation made concerning the accuracy of pupils in performing the fundamental operations disclosed the fact that there were some deficiencies in this line. Drills of various kinds were introduced, among others a system of card drills, which has proved highly beneficial in the development of greater accuracy and rapidity in those fundamental operations.

With the elimination of non-essentials and the saving of time as the result of increased accuracy and rapidity in fundamental operations, there will be no ground for the criticism made in the past, that our course in arithmetic is too heavy.

PROMOTIONS.

The effect of emphasizing the daily recitation work by promoting without examination all who reached a class, or recitation, standing of "Excellent"—90 and above—was so beneficial that it was extended so as to include all who reached a class standing of "Good"—80 to 90. Thus only

those doubtful ones, whose class standings were below "Good," or 80, were subjected to the final examination test.

This is not to be interpreted that all written tests will be omitted. As the work progresses through the year, written tests will be applied as often as deemed necessary, conducted like a regular recitation, and counted in as other recitations in determining the recitation standing of the pupils. We believe in having written tests applied, but do not regard them as of such value as to warrant making them a chief test in promotion.

Objection has been made that promotion on the teacher's estimate gives too much power into the hands of the teacher. She can thus pass pupils on to the next grade who are not fully prepared to do the work.

Such an objection as this can be raised against any system of promotion, because every system of promotion presupposes an honest teacher. Any teacher who will certify that a pupil is ready for promotion, when she knows he is not, is dishonest, and the sooner she is dropped from the corps, the better.

INTERVALS BETWEEN GRADES.

We have had up to the third year, half year intervals between grades, and from third year on, year intervals. Recognizing the desirability of having half year intervals through the entire course, so as to more readily promote and reclassify pupils, we have been planning for some time, and now have everything in readiness, to make the desired change.

The advantages growing out of this change will be, more frequent special promotions of strong pupils whose ability to work is in advance of the grade in which they are classed. To keep a pupil in a class where he is not required to work up to his full capacity, is to be guilty of surround-

ing him with conditions which will inevitably lead to the formation of habits of indifference and slothfulness. It is a matter of supreme importance that the pace set by the class should call forth, generally, the maximum of effort, if the pupils are to realize their best development. A slower pace will inevitably induce habits of dawdling and indolence.

By half year intervals, pupils can be reclassified more easily and frequently. Reclassification is a work that must be performed continually. It can never be completed. Disorganization will be at work as long as the capacity, ability and development of individual pupils differ.

The most serious charge that can be made against the graded school system is that in the strong desire to preserve thorough organization and system, it becomes too nearly inflexible, and sacrifices the individuality of the pupil. Flexibility, frequent readjustments must be provided for. Individuality must be preserved at all hazards. Frequent reclassification must be provided for.

DEVELOPMENT OF PUPILS.

We aim to cultivate a taste for good reading, believing it to be an excellent safeguard against vice. Our supplementary reading matter is furnished only to the first and second grades. We are planning to extend it to all the grades the coming year.

Our teachers are in hearty accord with this helpful line of work, and are doing grand service in many ways to inspire this taste for good reading. Last year they enlisted over 1,600 of their pupils in the reading of the excellent course of the Iowa Pupils' Reading Circle. This year there are about 2,000 pupils pursuing the course.

Another highly commendable line of work engaged in by the teachers last year was the enlistment of 2,390 pupils in the Humane Society, and their instruction in how "to be

kind to all harmless living creatures and to protect them from cruel usage."

We aim, not simply to educate the minds, but also the hearts of our children.

RECORD OF PUPILS' CHARACTERISTICS.

Physicians are often employed by the year to look after the health of the members of a family. Each individual is carefully studied. His physical deformities, defects, weaknesses, hereditary tendencies, abnormal conditions are all carefully examined into and recorded.

This record furnishes not only an invaluable guide to the training and treatment of the individual, but is constantly at hand for comparison to show whether progress is being made in overcoming weaknesses and defects.

The teacher is physician of body, mind and soul of the child. It is her duty to study carefully deformities, defects, weaknesses, hereditary tendencies, abnormal conditions of body, mind and soul of each pupil, and to record at least the most serious of these, so that she may have an invaluable guide in her training and treatment of the individual pupil, and have at hand the record for comparison to show what progress she is making.

This plan of work has been in my thought for years, but I have not insisted on our teachers following the plan because it seemed to require time, which, possibly, could be spent to a better advantage, but some facts have recently come to my knowledge which impel me to ask that, at least, a beginning be made in this line.

One instance will help illustrate the advantage to be gained. A child of one of our most intelligent families has been attending a first primary the entire year. Although naturally a bright child, he made but little progress through the year, much to the disappointment and regret of his parents. By some accident, it was discovered that the

child's sense of hearing was defective, and so what seemed to be dullness of the child in learning, was only dullness of hearing. Had the teacher been required to apply some simple tests to the child's sense of hearing and this defect discovered at the beginning of the year, the child would in all probability have been saved the loss of a year, and the parents relieved of their disappointment and regret.

Simple tests of all the senses should be made by the teacher. If a medical inspector could be provided, all the better. But the teacher can discover whether the pupil's hearing is weak, whether he is near sighted, whether he is narrow chested or stoop shouldered, and interest herself in securing the proper treatment for him, either through his parents or some other source.

However, there are possibilities of greater good being accomplished from keeping such a pupil's record, along the line of the mental and moral. Here is a pupil whose record shows his imagination is too active, spends his time in day dreaming, what can you do for him? Another has a wonderful memory, but no power to reach conclusions, what can be done for him? Still another has no self reliance, no power of self direction, will weak, how can he be strengthened? Another is deceptive, has inherited vicious tendencies, can you reach him and inspire him with higher motives?

The building of good character should always be regarded the chief aim in education. Whatever plan will aid in realizing this end cannot be regarded with indifference. In order to hit a mark you must aim at it. By means of this record, there will be a definiteness attained in this important work of character building, that cannot be realized in any other way.

FINANCIAL EXHIBITS.

The system inaugurated this year of making a complete financial exhibit of the expenditures for each school build-



ASSEMBLY ROOM OF HIGH SCHOOL.—Seating Capacity, 500.

ing, will no doubt find favor in your eyes. Heretofore, no comparisons could be made as to amounts of coal, or any other supplies which were used in the different buildings. A definite record of all supplies is now kept in the Superintendent's office which is open for inspection. For want of space, only a summary of these records is printed in the catalogue.

WORLD'S FAIR EXHIBIT.

According to the plan devised by the state authorities, a preliminary educational exhibit was held at Cedar Rapids during the holiday session of the State Teachers' Association, out of which came the state World's Fair exhibit.

The following statements from the Cedar Rapids Gazette indicate what our exhibit was, and how it was regarded:

"Enterprising Sioux City has by far the largest and in many respects the best display in the entire exhibit. It occupies a whole section. There is shown drawings from the various grades. The clay modeling work is the finest produced in Iowa and the display which is to be seen here will be taken to the World's Fair by Mr. Jarnagin. All sorts of articles, such as an ear of corn, bunch of grapes and various utensils, are manufactured of Sioux City clay. No school in Iowa has equalled this work.

"The most novel feature of the exhibit was the representation of actual school work, such as music from all grades, class recitations in reading, number work, etc., by means of the phonograph. This idea originated with Superintendent Kratz and brings out the real work of the school as could be done in no other way."

At the World's Fair, our schools had on exhibition photographs of our different school buildings, exterior and interior views, photographs of various movements in physical culture, drawing, clay modeling, and phonographic records of music in all grades, including the High School, concert recitations, recitations in reading, number work and geography. The photographer first caught the faces of the pupils as they were ready to sing or recite, and then imme-

diately, the phonographer caught their voices. The photographs were displayed in a frame above the phonograph, so that our pupils were actually seen and heard to sing and recite by multitudes at the World's Fair.

Our exhibit attracted much attention and comment. Dr. Stephen Waetzoldt, of the University of Berlin, chief commissioner of the Prussian Minister of Education, requested me to send him duplicates of various exercises which he studied with much interest in our exhibit at the World's Fair. He stated that he was very much interested in the phonographic exhibit; the seating and lighting of the various rooms and the various exercises presented.

He further stated that he desired duplicate photographs of the rooms showing co-education, seating with reference to light, the flag drill and duplicate records of the class exercises taken by the phonograph, for the special purpose of showing them to the Prussian Minister of Education. It is needless to say that his request was granted.

Of course we received an award. Every exhibitor did. The following is an exact copy of the award:

UNITED STATES.

DEPARTMENT L.—LIBERAL ARTS.

EXHIBITION—PUBLIC SCHOOLS. ADDRESS—SIOUX CITY, IOWA.

GROUP 149. CLASS 850.

EXHIBIT—PHONOGRAPHIC RECORDS OF SCHOOL WORK
OF ALL GRADES.

AWARD:

Evinces educational enterprise, accuracy and good methods; excellence is also shown in clay modeling.

(Signed.) J. H. SHINN, *Individual Judge.*

Approved: K. BUENZ,
President Departmental Committee.

Approved: JOHN BOYD THACHER,
Chairman of Executive Committee on Awards.

Date: June 21, 1894.

HIGH SCHOOL.

Gratifying progress has been made in the High School. The total enrollment was 336, an increase of 80 over that of the preceding year.

Now housed in the finest high school building in this part of the country, our High School is entering upon a new era of prosperity. That it will soon become a strong feeder for the higher educational institutions of the country cannot be questioned. Your careful attention is requested to the excellent

REPORT OF THE HIGH SCHOOL PRINCIPAL.

Superintendent H. E. Krutz.

DEAR SIR:—I herewith submit my report of the High School for the years ended June 9, 1893 and June 8, 1894.

The most notable events of 1893 were the observances of Columbus Day, Memorial Day and the entrance into our new High School Building.

Columbus Day was observed with an elaborate programme which was rendered in the presence of the entire school and a large number of visitors. The exercises consisted of reading the scriptures, and the president's proclamation, of orations, essays, recitations, music, addresses from a body of veterans detailed by the Grand Army Posts of our city to take part in the exercises, of saluting the flag, and giving "Three Cheers" for "Old Glory."

Moving from our crowded and unhealthy quarters into the new, beautiful and commodious High School building, late in the spring, was as important an event as had ever occurred in the history of the school, and it will be long remembered by those who took part in it. An appropriate programme of farewell exercises was fitly rendered in our old quarters, after which the entire school moved in a body, each pupil carrying his own outfit, across the street into our new and permanent home. The effect was at once electrifying, and the Board of Education well deserved the enthusiastic and prolonged cheers from the pupils for providing them with as comfortable and beautiful quarters as are to be seen in the northwest.

The school has improved very materially during the year just closed. Additional work has been placed in each department, with a view of making the work more symmetrical, and of qualifying the pupils for admission to the highest colleges and universities in the United States. Our efforts to be placed on the certified lists of such institutions have been successful wherever we have applied.

The growth of the school in numbers may be seen from the following statement of the

ENROLLMENT AND ATTENDANCE IN THE HIGH SCHOOL.

	1892-3	1893-4
Whole number enrolled.....	256	336
Increase from last year.....	59	80
Per cent. of increase.....	29.9	31.3
Average number belonging.....	227.4	298
Average daily attendance.....	212.3	282.6
Per cent. of attendance.....	95.3	96.5

The number pursuing the various courses was as follows:

	1892-3	1893-4
Latin.....	149	194
German.....	87	97
Classical.....	10	20
English.....	10	16
Commercial.....	45	54

Nineteen pupils graduated from the High School that year. Their names and courses are:

LATIN.

Julia Ashford, Maurice F. Fitzgibbon, Lawrence McCarty, George O'Neil, Grace Robinson, Winifred Smith, Irena B. Townsend.

GERMAN.

Felix Brasch, Friederica C. Hansen, Alice Ingersoll, T. Coe Little, Cora Weaver, Flora B. Weaver, Frank M. Wise.

LATIN AND GERMAN.

Nellie M. Dibble, Adah M. Jandt.

CLASSICAL.

Louise P. Rees, Albert O. Wakefield.

ENGLISH.

Roy C. Holmes.

The Sabbath before graduation Dean Cornell preached an eloquent baccalaureate sermon to the graduating class which attended the services in a body.

The graduating exercises were held in the Opera House, June 12, 1893, of which the following is the programme:

Invocation.....Rev. George H. Cornell
Music—Damascus Triumphant March.....Costa
High School Chorus.

Salutatory—The Love of Country.....Nellie M. Dibble
Progress of Navigation.....Felix C. Brasch
Play the Sweet Keys, "Would'st Thou Keep Them in Tune".....
.....Julia Ashford
The American Girl.....Friederica C. Hansen

Gladstone.....	Maurice F. Fitzgibbon
The Girl Bachelor.....	Alice Ingersoll
Under the Harrow.....	Grace Robinson
Physical Education.....	Roy Holmes
Fairy Wisdom.....	Adah M. Jandt
Labor.....	Cora Weaver
Home Rule.....	Lawrence McCarty
Trio—Down in the Dewy Dell.....	<i>Smart</i>
Mellie McAllister, Adah M. Jandt, Edith Beard.	
The Ceaseless.....	Louise P. Rees
Will Training, the Distinctive Idea of Education.....	T. Coe Little
Aladdin's Lamp.....	Winifred E. Smith
Electricity as a Motive Power.....	Frank M. Wise
Boundary Lines.....	Irene B. Townsend
Scottish Bards and Scottish Songs.....	George J. O'Neil
Ascending the Mountain.....	Flora B. Weaver
Valedictory—Educational Apprenticeship.....	Albert O. Wakefield
Vocal Solo—The New Kingdom.....	<i>Tours</i>
Maurice Fitzgibbon.	
Presentation of Diplomas.	
Music—Rest Thee on This Mossy Pillow.....	<i>Smart</i>
Girls' High School Chorus.	

REPORT OF THE HIGH SCHOOL FOR THE SCHOLASTIC YEAR ENDING JUNE 8, 1894.

I desire in the first place to call your attention to Literature and English. It is my judgment that the teaching and study of all the other languages should be so arranged and taught as to lead to the mastery of our own vernacular.

In all departments of business, whether in the commercial world where we deal with foreign countries, or in the courts of justice, or in the various professions, or in the school room, where we find the rules of foreign languages expressed in our own, and where we explain them in our own tongue, or in any business or enterprise whatever, a knowledge of our own language is absolutely essential to success. Feeling the importance of this, we have given English and Literature the same prominence as the other branches in our curriculum of studies have had. We have endeavored to blend the work in English Composition and Rhetoric and Literature in the most natural order, that the pupil may comprehend them and that they lead into one another in a sort of graduated scale and thereby better acquaint himself with the thoughts of others, and more intelligently express his own. The crowding which has been felt during the past year in some classes, because of the enlargement of our various courses of study, will happily not appear next year, and we will be able to equalize our work without oppressing any one.

A number of the pupils desire to study German with Latin, which can only be done by less requirement in the sciences. If a few of such sciences as are not required of preparatory schools be made elective, instead of compulsory, such pupils will be accommodated.

The Commercial Department was put into the High School this year, and I hope arrangements can be made to keep it there. Fifteen pupils from other departments completed courses in typewriting and stenography. It may be an open question whether or not it is a part of secondary education. I believe, however, the greatest good will be done the greatest number if such facilities are made accessible to the whole school. The department has made much progress the last year and will improve more. A number of the pupils procured telegraph instruments and not only mastered the alphabet, but acquired reasonable proficiency in telegraphy.

Thanks are due the Board of Education for their liberality in giving us \$250 for library purposes and for advancing \$250 more for the same cause.

Memorial Day was appropriately observed and an excellent programme was rendered in the assembly room of the High School, which was filled with the school and visitors. Remarks by the members of the detail from the G. A. R. Post in the city were well received. The exercises were arranged with a view of cultivating the spirit of patriotism.

It gives me especial pleasure to call your attention to the literary societies that were organized in the school before and since we entered the new building. They meet in the building every week and the spirit of emulation began early to manifest itself in that work. The teachers very kindly aid them, when they desire it, which keeps them in direct contact with the school. Their interest in one another is reciprocal, their enthusiasm and success such that their "public programmes" drew favorable comment from the best of our citizens. They feel the need of a permanent place of meeting. I ask that, if possible, they be provided with permanent rooms. They will furnish them themselves.

Arbor Day was observed, and after a programme had been completed in the assembly room, the school repaired to the grounds in front of the building, where the "A" class planted a tree and the "D" class a vine.

During the last year a high standard of scholarship has been maintained. Efforts were made to have the departments develop symmetrically. The school has grown and in each department, I believe, is stronger.

Sabbath, June 3, 1894, Rev. C. H. Strickland, of this city, preached an eloquent baccalaureate sermon, which the graduating class attended in a body.

On Wednesday, June 7, 1894, the class held their Class Day exercises in the assembly room, which were original and unique in their character, and well merited the large attendance which they received.

The class numbered twenty-nine. Their names and courses are as follows:

CLASS 1894.

Spectemur Agendo.

CLASSICAL AND GERMAN.

Helen Kaump.

CLASSICAL COURSE.

Anna McCullough, Mat M. Gray, Jr., Katherine Graham Young.

LATIN AND GERMAN.

Belle Middlekauff, Shelley Keats Johnson.

LATIN COURSE.

Flora A. Adams, Jennie Bruneau, May C. Dorsey, Jennie Humbert,
Baptista Kerby, Harriette K. Young, Daisy E. Wilder,
Bert W. Baker, John W. Carey, Wilber C.
McNeil, Albert C. Phillips,
John E. Rederich.

GERMAN COURSE.

M. Greta Beach, Edith Beard, May Clark, J. Maud Fowle, Lulu E.
Kremer, Sam Page, Carrie E. Skerry.

ENGLISH COURSE.

Theodore H. Allen, Jennie P. Ford, Edna Hall, Marie Schlawig.

The commencement exercises were held in the assembly room of the High School, June 8, 1894. The following is the programme of exercises:

Invocation.....Rev. C. H. Strickland
Music, Trio—Ave Maria.....Abt
Misses Ford, Beach, Joesten, Crady, Jordan, Beggs, Kellogg, Beard.
Salutatory—The Idea of Liberty in Early Universities.....
.....Shelley Keats Johnson
Music—Gloria.....Mozart
High School Chorus.
Valedictory—Whom Not Having Seen We Love.....Helen Kaump
Music—The Postillion.....Mally
Boys' Chorus.
Remarks by Principal.....C. A. Miller
Remarks by Superintendent.....H. E. Kratz
Music—Spring Song.....Pinsuti
High School Chorus.

Address and Presentation of Diplomas by President F. C. Hills.
 Music—Good Night.....*Pinsuti*
 High School Quartette.

A class of nineteen graduated from the Commercial Department on Thursday evening, June 7, 1894.

In conclusion, I express my sincere thanks to the Board of Education and yourself for the many kindnesses and courtesies you have shown me during the year just closed. C. A. MILLER.

NORMAL TRAINING SCHOOL.

There is a continued necessity laid upon us to demand high professional training and qualifications of those who wish to become members of our teaching corps. More intelligence is demanded, greater skill is required. Thorough equipment is a pressing necessity in these days of rapid material progress.

Our Normal School has already furnished us some of our most intelligent and successful teachers, and, without doubt under the present able management, will continue to do so. While we heartily commend its work, we wish to repeat what we said two years ago: "Graduation gives no special claim to employment, except as it stands for special ability and fitness to teach."

It is with pleasure that I commend to your thoughtful consideration

THE REPORT OF THE NORMAL SCHOOL PRINCIPAL.

DEAR SIR:—In compliance with your request I submit the following report of the work done in the Normal School for the year ended June 8, 1894:

The class of '94 was composed of ten young ladies, some of whom had had successful experience in teaching, in addition to the academic or high school course before entering.

One and one-half years were spent in professional study. The first two semesters were devoted to the study of Psychology and History of Education, in addition to a thorough review of the common branches. The reviews were given principally to show the methods of presenting the different subjects.

In History the causes and results were carefully noted. The student watched the character growth of a people as it was influenced by environments. Geography and Literature were closely connected with History.

Geography was taken up with special reference to land development and its influence on the development of nations. Chalk modeling was used for relief maps.

Arithmetic was studied, not only as a subject necessary in a business education, but also an assistance in forming correct notions of quantity in connection with all subjects. It was made *practical*.

The most careful attention was given to methods of teaching Language before Grammar is taken up. In real experience the mind is occupied with some subject, and unless the habit of using correct language is strong, the language will be bad, or the mental strength must be divided between what to express and how to express it.

The most attractive study of all was Psychology. Some of the students were in families where there were small children. These were carefully studied. The pupils in the building were studied when the practice work was in progress.

School management was studied both theoretically and practically. Much good was received by the class when visiting other buildings in the city during the week assigned for this work.

The seven grades in the building were used as a model school, in which each student practiced two hours each day for twelve weeks, or three periods of four weeks each. Before each period, the student visited the room to which she had been assigned for practice, observing the work of the teacher so the regular work might be interfered with as little as possible. At the end of the week she handed to the room teacher a written "plan" for the practice work. If approved, it was handed to the principal for her approval.

For the second month, new work was assigned and for the third, each student was, as far as advisable, given her choice of work. During all practice work the student-teacher was held responsible for work done, which included discipline.

When the course was completed, a day was appointed for "Exhibit Day." The display consisted of charts, diagrams and pictures made by the class, work done by the different grades under the direction of student-teacher, as well as regular teacher, and teaching for one and one-half hours in the forenoon and one hour in the afternoon. The work done by the pupils of the grades was composed of illustrated papers in History, Geography, Language, Arithmetic and Physiology. During the past two years a great effort has been made in our school to emphasize this feature of the work.

The forenoon was set aside for the examination of the work by the Board of Education and all interested were invited to come during the afternoon. Many of the patrons who came expressed themselves as greatly pleased with the work.

The supervisors worked very faithfully with the class to prepare them for the work in the schools. Two lessons in music were given each week and one in each of the other special subjects.

Much of the credit for the work done is due to the teachers of the building. It is a rare thing to find a body of teachers who work together more harmoniously than our corps did. The students felt free to consult any of them, and they felt free to make suggestions, either directly or through the principal. There seemed to be a hearty sympathy between teachers and students.

Among the few things that have not been helpful is the lack of a suitable room, but we expect our old room back again, which will be a great help in the work. A light, pleasant room makes work easy.

Many of our best teachers are graduates of the Normal School, and we feel that it is being understood more and more that the trained teachers are taking the lead in scientific teaching.

The course has now been shortened in time, but not in quantity. It is hoped that the quality will increase. Each student must spend more time and greater effort each day than any previous class has done.

Respectfully submitted,

MARA L. FERGUSON.

Supt. H. E. Kratz, June 8, 1894.

PHYSICAL CULTURE.

While it is a matter of regret that, owing to the financial depression, the supervisorship of Physical Culture was discontinued, yet I am pleased to know that there was no thought on the part of your Board that the work in Physical Culture should also be discontinued. I know you have too high an appreciation of its importance in general, as well as a practical acquaintance with the benefits that have been derived from it in our schools the past two and a half years.

Miss Nelson has carefully outlined the work for the coming year, and it will appear as a part of the regular course of study. Teachers are expected to pay just as careful attention to the work as formerly. There is to be no retrogression in this important department of work. I heartily commend to you

THE REPORT OF THE SUPERVISOR OF PHYSICAL CULTURE.

H. E. Kratz, Superintendent of Sioux City Public Schools.

DEAR SIR:—I submit my report of the work done in this department for the year ended June 8, 1894:

In adapting the work to the public schools, where the needs of children are so varied, an eclectic system, based on Delsartean principles of freedom, strength, etc., was deemed best at the time. The plan of work, given in the report for '91 and '92, has been closely followed with very satisfactory results.

The work has been appreciated by the children and a majority of the teachers, who have secured good results by perseverance. The common physical defects, so numerous at the introduction of the work, are disappearing. At the opening and closing of the school year teachers were required to take measurements and physical conditions of their pupils.

Chest condition and measurements, active, passive, with expansion, were required to be noted as in following table. "Chest may be full, flat, hollow or sunken; shoulders may be level, twisted or stooped:"

DATES—1, SEPTEMBER, 1893. 2, JUNE, 1894.

NAME	Age	Weight	Height	Shoulders	CHEST			
					Condition	Active	Passive	Expansion
1—T. Fry	14	97 lbs	5 ft. in.	Level	Hollow	28 in.	23½ in.	1½ in.
2—T. Fry	15	104 lbs	5 1¼	Level	Full	30¼ in.	28 in.	2½ in.

I submit this table to give you an idea of the interest taken in each child. A record of measurements is kept at each building for reference.

The plan of taking and recording measurements creates a desire to improve; consequently, children are stronger and more willing to take the grade exercises and harder work of a different nature. This happy condition has enabled me to supplement vigorous movements with apparatus work in the sixth, seventh and eighth grades. Rapid free order movements, given as commands, were introduced through the grade for observation and attention drills.

This change proved very attractive to children and teachers, and brought noticeable results from those who were not responsive to the other lines of work.

I find that the larger pupils in the upper grades are not entirely satisfied with the beautiful, graceful moves or the rapid command works. They have an idea that much can be accomplished with some form of apparatus in their hands. In order to secure effort from these

pupils it is necessary to please them. I wish to recommend two-pound dumb bells and small size light wands. Good results have been secured from indolent pupils when commanded to "take the bells and work until you are tired."

There has been a great amount of work done during this year, the schools are improving and the general tone of the work is elevating. We have accomplished the work as outlined for the different grades. The quality of the work in general is not what we desire, but, when I consider the amount of practice lost during the vacation period, I am satisfied that strength and attention have been given to the work.

The aim in bringing the physical culture work, as taught in the schools, before the people in the entertainment given May 17, was, first, to present the different lines of work used, and second, to show that our work as teachers is something more than "standing before the school and swinging the arms." Physical Culture work is not appreciated as much as it should be, because it is not yet fully understood.

I deem it important to give a set of exercises preparatory to the regular work to prepare pupils for the smoothness and precision in movement which leads to refinement in manners.

For this reason I have arranged a set of exercises for the different grades, to accompany the regular Delsarte work. These are termed leaflets, containing command exercises arranged according to the laws of Ling, as far as practicable. There are five numbers for each grade. These leaflets are used only as a change of work and to awaken interest in dull pupils. Following these we use the Preece system of exercises. The effects of the work, as reported, is "wonderfully quieting."

There is no disposition on the part of the pupils to be noisy in the rooms. They move gracefully and easily from one position to another; they step lightly when walking across the floor, down stairs, or along the halls, instead of stamping, running or jumping. They like their work, and soon grow into habits of sitting properly, rising easily, walking gracefully and quietly. The general expression of the face and body is pleasing. The work has been helpful to the teachers, who were responsive to suggestions.

It was desired to ascertain a few expressions from the children and teachers regarding their work. At the close of the term the following questions were sent out:

1. How has Physical Culture been a benefit to you?
2. What has it done for your school?
3. Specify special cases, if any.

I send a few of the papers to give you an idea of these impressions. (See replies.)

The object of introducing Physical Culture into the public schools was to give the children a system of bodily training based on physiological laws. The aim has been, first, to improve health by teaching proper habits of movements, grace in motion and refinement of manners. Second, to give accuracy of movements, promptness in response to commands, better control of both body and mind through the execution of the exercises.

I wish to say there is no reason to regret the introduction of this work into the schools. It has been well received and highly appreciated by the patrons. I know that without supervision, results will not be as carefully sought, so I would recommend that daily drills of twenty minutes be conducted by the regular teachers, carefully following the work as outlined; also that the principals of the different buildings be required to give special attention to this line of work.

Permit me, in closing, to express a strong desire for the continuance of Physical Culture in the schools, also to acknowledge your sympathy and appreciation of my work.

Very respectfully,

June 8, 1894.

B. M. NELON,

Supervisor of Physical Culture.

MUSIC.

It is pleasant annually to record the increasing efficiency of this department of our schools. Each year emphasizes its value more and more. The excellence of the results attained has reached beyond our borders. Recently one of the foremost educators and superintendents of this country honored us with a visit, chiefly for the purpose of examining into the work of this department. The delightful music which you have heard rendered, frequently, is convincing proof that this department is deserving of the high praise accorded it.

REPORT OF THE SUPERVISOR OF MUSIC.

H. E. Kratz, Superintendent of City Schools.

DEAR SIR:—Herewith is submitted the report of the Department of Music of the Sioux City schools for the year ending June 8, 1894:

At the close of the fifth year of work, music in the schools has ceased to be an experiment, and is admitted to be as helpful in every direction as any branch taught. It is true in a majority of cities, as it was in ours, that music in schools upon its first introduction is regarded as a "fad" which will soon give way to something more useful. I am happy to say that such has been the interest of our teachers in the

work, and therefore such the progress of the children, that music is now accounted as one of the necessary branches in the curriculum.

The work of the first grades has been done in nearly every instance where the school has been continued without promotions during the year. In those cases where large numbers of children came into school in February, the teacher has repeated in the second semester the work done in the first.

The second grades have reviewed first grade work, and have read at sight in nine keys, 350 exercises and 60 songs. Some schools have done more. This is the average amount of work.

The third grades have sung 650 exercises and 115 songs. The Webster, Maan, Armstrong and Worcester schools finished 719 exercises and 124 songs, including four weeks' work in two-part singing.

The fourth grades have reviewed third grade work, completing the First Music Reader, and have had five months' work in the Second Reader. This grade begins the real difficulties in time, studying two parts to the beat, the dotted note when the dot has a fractional value, the triplet, etc. Fully 1,000 exercises and 130 songs have been sung in this grade.

The fifth grades have reviewed the second semester of fourth year, have studied exercises containing simple chromatic work, and in the greater majority of cases have taken three-part music.

The sixth grades reviewed the Second Music Reader to the bass staff, 437 exercises and 90 songs, in one, two and three-part music, covering every difficulty in time; and have averaged three months' work in difficult chromatic work of the Introductory Third Reader.

The seventh grades have studied Chromatics, Minors and Modulation, both Diatonic and Chromatic, and have sung 210 exercises and 25 songs in one, two and three-part music illustrating these difficulties.

The eighth grades have studied the difficulties mentioned in seventh-year work and have also read for five months, music written for the bass staff. I regard the eighth grade work as most important, both because it is the highest grade work, and also looks toward the High School. There should be here some excellent results in reading and also in securing really artistic singing. It has not been possible to secure these results in every case, because of the necessity to do the elementary work here. The grade work is now so well defined that it can be followed almost without deviation, and consequently the work of the eighth grade must now reach the state of excellence which we have a right to expect.

As each class enters the High School, there to take up the chorus work of our excellent book the "Euterpean," it becomes more and more apparent that the ready reading of music must be the basis of truly artistic singing. There are three points to be carefully watched

during the time devoted to learning a musical selection, viz: Correct reading of the notes—therefore harmony of the parts—correct time, and expression, or the manifestation of musical feeling. The first two must be taught. The third, to be true, must be spontaneous. Correct musical feeling may be gained from the effect of harmonic relations upon the mind by the words applied to the music, or by both combined. Expression cannot be obtained by outside pressure. It must be evolved from inner consciousness. To gain true musical feeling and true expression of it is the aim of the higher grade work and especially of that in the High School. That we have progressed in this direction let the work of the High School choruses and quartettes bear witness. We hope for increased interest in our High School work.

Many of the teachers of music in the city have, during the past year, expressed their appreciation of the helpfulness the school training in music has been to them in their work. Such expressions have been most heartily appreciated, and I thank those who have made them for their courtesy.

To the teachers, who have in every instance so willingly seconded our efforts, I wish to express my thanks. It would hardly be possible to find a corps of teachers that would succeed in carrying out so well the many things asked of them, as have the teachers in our schools. Certainly no supervisor could be more fortunate in this respect than I have been. Failures may have been made, but not because of neglect of duty on the part of the teachers. Again I thank them.

Respectfully submitted,

MARY A. GRANDY,

Supervisor of Music.

DRAWING.

This department is also steadily growing in public favor. Reference has already been made to the state educational exhibit at Cedar Rapids, where our drawing and clay modeling were recognized as first in excellence. The deep interest manifested by both teachers and pupils in the work of this department is strong evidence that this line of work is skillfully presented and taught.

REPORT OF THE SUPERVISOR OF DRAWING.

Superintendent H. E. Kratz, Sioux City, Iowa.

DEAR SIR:—Your request for the report of the work done in Form Study, Drawing and Color fills me with both regret and pleasure. Regret that our ideal has not been reached; pleasure that to-day we are on a higher round of the ladder than ever before.

The kind of Drawing that should be put into public schools is one that should meet the public demand and not the individual demand. Of course, there are extremists in this subject, as well as in all others.

Some people believe that the only kind of drawing that should be taught in public schools is the industrial. They would ignore the educational and artistic. Others would take up the educational side only and ignore the industrial and artistic, while still others would touch neither the educational nor industrial. They believe in the artistic only.

Sioux City is one among many cities that does not believe in a one-sided art education. We believe that would be radically wrong for public school purposes. We believe that we are not making mechanics, lawyers or artists in the public schools. A boy or a girl must be a man or a woman before anything else.

This is a day of child study, and children are not instructed only; it is a day of child development. It is the aim that Form Study, Drawing and Color be the connecting link between the Kindergarten and readin', 'ritin', 'rithmetic and life.

The one new departure in our work this year is the systematic study of color, and I have felt very well satisfied with the results. The first thing that should be developed, according to psychologists, is observation.

The children have been taught to look for the pale blue tint of the horizon, the deep blue of the zenith, the blue-green of the distant woods, the blue-violet in the distant hills; to look for the bright colors and the dull colors, the colors of the morning, the colors of the evening; to contrast the colors of spring with those of autumn, of summer with those of winter. We have taught them to take much pleasure in this large world around them.

We have also taught them to look for the little things in nature that are beautiful. They have been looking for color and form in fruits and vegetables, leaves and flowers, birds and animals, caterpillars and butterflies, jewels and shells, wall paper and carpets, in fact everything their two eyes see, they are taught to observe, enjoy and express.

Thus you see that although the practical is thoroughly considered, the æsthetic side is not omitted. We teach the child to construct a thing, but we wish him to carry with him the thought that it must be beautiful. To be sure, we want a useful locomotive, but we also want it to be attractive in its appearance. The æsthetic in decoration is, of course, the beauty of the decoration. How many times we find the thing constructed in a very attractive manner, but spoiled in the decorating. The æsthetic in representation is shown in the choosing of beautiful objects and arranging and rendering them in an artistic manner. It is said that we are born into this world little better than



CHEMICAL LABORATORY.

little animals. Our physical natures do not need developing but our grander, nobler natures do. We all know that happy children are the ones most easily influenced for good. The instinct for the beautiful is strong in the child and by means of this we can do a little soul culture.

No other way is better than the above suggested. Put into the child's hands God's Book of Nature from which he intended all to read. Did you ever read John L. Stoddard's introduction to his *Glimpses of the World*?

In a very charming manner he tells the story of a gentleman meeting a French priest whose locks were white with age. Astonished at the sight he ventured to inquire what had induced him, at his time of life, to go so far from home.

" 'Tis very easily explained,' replied the priest; 'Six months ago I was about to die. One night I dreamed that I was already in God's presence and that he spoke these words to me: "My son, how did you like the beautiful world I gave you to dwell in?" I answered nothing, in fact I had nothing to say, for I, who had preached for fifty years of a better world, had never examined this one at all.

"Awakening from my dream I made a vow to God that if he gave me back my health I would devote some months at least to seeing and admiring his works, so here I am making a tour of the world.' "

The æsthetic part is after all the divine part. Let us lift the children from the common place in life to that truer, nobler sphere God makes it possible for them to occupy.

We can help them to do this by recognizing the emotional tendencies and guiding them to elevated expression. Teach them to look for the beautiful, to feel the beautiful, to express the beautiful, and Old Father Time can be trusted with the results. Respectfully,

June 8, 1894.

IDA E. BOYD,
Drawing Supervisor.

CONCLUSION.

After a careful comparison of the work done last year with that done this year, I am convinced that much advancement has been made in general excellence in all lines of work.

Greater earnestness, enthusiasm and better daily preparation for teaching have characterized the entire instructional force. These characteristics, continued, give promise of increasing efficiency for the future.

Permit me again to express to you, members of the Board of Education, my hearty thanks for the many courtesies shown, and the loyal support always extended.

My deepest gratitude is hereby extended to supervisors, principals and teachers for their cordial co-operation and efficient work, which alone have made possible the excellent results attained. Respectfully submitted,

June 8, 1894.

H. E. KRATZ,
Superintendent.

IN MEMORIAM

NAINETTE ROUSSEAU,

Died November 2, 1892.

Miss Rousseau was appointed assistant principal in the Normal Training School, February, 1891, and in September of the same year became principal.

Her enthusiastic devotion to her work and to her "girls" rendered it almost impossible for her to surrender them to others. Her death followed soon after she left the school room.

The following are the resolutions passed by the Board of Education:

WHEREAS, Death has removed from our midst Miss Nainette Rousseau, Principal of the Sioux City Training School and Principal of the Bancroft School; and

WHEREAS, We the Board of Education of the Independent District of Sioux City desire to place on record our deep appreciation of her eminent services among us as a teacher and principal. Be it

Resolved, That in her death we recognize that the students of the Training School have lost a devoted, progressive, enthusiastic and able teacher, the teachers and pupils of the Bancroft School a large-hearted, sympathetic, conscientious and efficient principal, the city a thoughtful, intelligent, loyal and earnest worker for the advancement of the city's best interests, and the state an educator of much promise.

We wish also to extend our sincere sympathy to the mourning members of her family, in whose deep grief we are sharers.

Resolved, That these resolutions be spread upon our records, and copies be sent to the bereaved family, and also to the city press for publication.

COURSE OF STUDY.

KINDERGARTEN CLASS—18 WEEKS.

A modified course of study for eighteen weeks' Kindergarten work will be presented later for the guidance of the two Kindergartens which have just been authorized by the Board of Education to be organized the coming school year.

PRELIMINARY CLASS—18 WEEKS.

(Iowa admits pupils to her public schools at the early age of five years. Experience has shown that the first year of the usual course of study is too difficult for the average child of five, hence this Preliminary Class is organized to prepare the beginners for the regular first year's work).

Attention should first be directed to overcoming the bashfulness and timidity of the children, resulting from their new surroundings. Draw each one out by conversation upon some familiar subject, and try to lead him to feel at home as soon as possible. No little skill and patience are required to attain this result. Take all the time needed to accomplish this end. The children must have a little time to adjust themselves to their new surroundings and conditions, and to acquire the school room habits of work.

Language.

This line of work naturally comes first, and should be emphasized first, last and all the time. Set apart a definite amount of time each day for this subject. Stimulate conversation by presenting such topics as are familiar and interesting to the children. Present interesting objects and draw out their thoughts. Always keep in mind that the right order is, first, to arouse thought, and then lead to its expression. Soon begin to develop habits of systematic observation. Color, form, size, etc., is the best order. Frequent conversations on what the children saw on their way to school, the condition of the sky, of the trees, of nature in general, etc., the children doing the greater part. Oral reproduction of short stories. Require correct language, but do not fetter natural expression. In this connection, teach them some simple ideas of the primary colors. Observation lessons should be given, following the plan outlined in Prang's Drawing Course. Memorize some choice bits

of poetry which can be readily comprehended. Tell or read them helpful stories which will appeal to their better natures and develop good morals and gentle manners.

Reading.

Begin with a few sounds and form them into words and sentences. (See Primary Reading Outline). Emphasize the correct expression of sounds. Use card frame and blackboard freely. Introduce a new word only when pupils can readily recognize words already presented. As soon as ready, use Sioux City Primer for a review of short vowels. Read short sentences as a whole. In more difficult sentences, precede oral expression by silent reading. Strive to secure easy and natural expression, just as the child talks, by questioning him and leading him to emphasize the proper word. Occasionally give the proper expression when it cannot be secured by questioning. Ascertain what thought the pupil has gained from the selection and also what similar thought it suggests. Complete to long vowels.

Spelling.

Teach pupil to separate the sounds of a word as well as to combine them. Names of letters learned near close of the Semester.

Number.

Teach all operations orally to 5. Present them in the concrete. Teach pupils to see the composition of number groups. Secure accurate and rapid work as soon as practicable. (See Outline of First Year Number Work).

Writing.

Practice on slates, properly ruled; pencils long and well sharpened; correct position of body, feet, arms and fingers. Drill first two weeks upon simple exercises to secure freedom of motion and to control pencil. Copy as soon as possible, in script, the words learned.

Physical Culture.

Follow direction in Leaflets Nos. 1, 2, 3, 4, 5.

Music.

As directed by Supervisor of Music.

Drawing.

As directed by Supervisor of Drawing.

FIRST GRADE—FIRST SEMESTER.**Reading.**

Begin use of Outline to Introduce Harper's First Reader. Mark and work out pronunciation of new words by sounds. Use black-

board and card frame freely. Before reading a lesson from the book make all words familiar by use in blackboard sentences of your own. Carry out suggestions of preliminary class. Use Harper's First Reader to page 75, and read freely from Inter-State Primers.

Language.

Arouse thought and lead to its correct expression. Frequent conversations on what the children saw on their way to school, their games, etc., the children doing the greater part. Oral reproduction of short stories. Require correct language, but avoid fettering natural expression. Utilize the topics under General Lessons. Emphasize Nature Study. Correlate Language Work with Reading, Spelling, Number and Drawing.

Spelling.

After presenting about twenty words, pupils should be sufficiently familiar with those of most frequent occurrence to write them upon hearing them pronounced. Extend this in conjunction with oral spelling, as soon as practicable, to all words learned.

Number.

Teach all operations orally to 8, including halves of all numbers. Present all these subjects in the concrete. Teach pupils to see the composition of number groups. (See Outline of First Year Number Work.) Secure rapid and accurate work. Teach by use of practical problems. Use the briefest analyses consistent with clearness.

Writing.

Practice on slates, properly ruled. On ruled paper with lead pencil. See that pencils are well pointed. Let pupils write all words from copy.

General Lessons.

Direction terms—Right, left, up, down, here, there, far, near.

Color—Primary, secondary by combination, white, black.

Time—Day, year, week, hour, minute, second.

Observation lessons, following the plan outlined in Prang's Drawing Course and Report of Committee of Ten.

Physical Culture.

Follow directions in Leaflets Nos. 1, 2, 3, 4, 5.

Music.

Scale, names of sounds; pitch, names of sounds. Interval work according to the order given by H. E. Holt in the Normal Music Course.

Drawing.

To be Studied—(a) Type solids; sphere, cube, cylinder, hemisphere, etc.

(b) Nature forms and common objects resembling these types.

(c) Pictures in which objects resembling types may be found.
Observation of form and color.

Expression by modeling, by laying color tablets, by paper folding, etc. Time, fifteen-minute lessons each day.

FIRST GRADE—SECOND SEMESTER.**Reading.**

Use blackboard and card frame freely. Work out pronunciation of new words by sounds. Before reading a lesson from the book make all words familiar by use in blackboard sentences of your own. Do not lose sight of suggestions in First Semester. Complete Harper's First Reader and use supplementary reading freely.

Language.

Continue to follow suggestions in First Semester. Teach use of capitals at beginning of sentences, I and O, and in such proper names as occur in the work. Teach use of period, asking mark and feeling mark at the end of sentences. Also to write Mr., Mrs. Carefully utilize the topics in General Lessons. Study how to make all school work aid in advancing language.

Spelling.

All new words in reading lessons to be spelled both orally and in writing.

Practice also on words already in use.

Numbers.

Teach all operations orally to 11. Halves of all numbers to 10. Thirds and fourths of multiples to 10. U. S. coins, to dime, handled. Roman Numerals to X. Teach 2 pt.—1 qt.; 3 ft.—1 yd.; 4 pk.—1 bu., by actual measurements and then memorize.

Writing.

Let pupils write from Reader. Give special lessons on form and spacing of small letters.

General Lessons.

Plants, native and common—Parts, root, stem, leaf, bark, branch. Carefully follow the suggestions for Nature Study outlined in Prang's Drawing Course.

Human body—The parts and their uses, breathing, how, what, with what? bones, what for? Effects of stimulants and narcotics in a few statements.

Care of body—Cleanliness, exercise, etc.

Physical Culture.

Review work of First Semester. Teach Lessons 1 and 2 from first course of Delsarte work outlined according to the order given in text book by Mrs. Louise Preece.

Music.

Review of First Semester. Drill upon modulation in keys of C, D, E, F, G, A, Ab, Bb, Eb. Time lessons in two, three and four-part measure, using French time-names. Application of work in tune and time on first series. Charts, Normal Music Course. Children sing eighty exercises in the nine keys given above.

Drawing.

Same work as in First Semester.

SECOND GRADE—FIRST SEMESTER.**Reading.**

Follow instruction of First Grade. Work out pronunciation of new words by sounds. Complete first half of Second Reader.

Language.

Note First Grade instructions. Reproduce stories orally. Form sentences using given words. Place objects before pupils to describe drawing out quality words. Copy short sentences about familiar objects from black board. Use of capitals in names of persons and places. Teach use of forms do, be, go. Carefully utilize the topics under General Lessons. Make Reading, Spelling, Number and Drawing supplement Language.

Spelling.

Use all new words in oral and written sentences. Write easy sentences from dictation. Copy sentences from blackboard. Drill in phonic analysis to train vocal organs. Have a definite time daily for spelling exercises, generally written.

Number.

Written work to 999. All operations orally to 20, including halves of all numbers to 20, thirds, fourths and fifths of multiples to 20. Teach units and tens. Secure accurate and rapid work. Teach 4 gi.=1 pt.; 4 qt.=1 gal.; 8 qt.=1 pk. by actual measurements, and then memorize. Practical problems; one operation, sums, minuends, products and dividends not above hundreds; oral combinations not above 20. No reduction in subtraction. Roman Numerals to XX. Use dollar mark. Teach by use of practical problems and some drill in rapid fundamental operations in the abstract. Teacher is to put in form and pupil to copy and give results.

For drill in mental arithmetic, teachers will follow Stoddard's New Intellectual Arithmetic, pages 1 to 5, 12 to 16, 20 to 23, 29 to 31.

Writing.

Spencerian Copy Book No. 1, Revised Edition, Common School Course.

Use also lead pencil and loose paper in connection with copy book.

General Lessons.

Human body—circulation of blood, effects of stimulants and narcotics on circulatory organs. (See Pathfinder Series.) Carefully follow the line of Nature Study outlined in Prang's Drawing Course. Supplement by Report of Committee of Ten and Hooker's Child Book of Nature.

Physical Exercises.

Review First Grade work from outlines. Teach lower limb exercises. Teach Lesson 7. (Chart work outlined).

Music.

Review of First Year work four months. First Music Reader, 200 exercises in nine keys.

Drawing.

To be studied—Review type solids. Take up new type solids, ellipsoid, ovoid, equilateral triangular prism, etc.; nature forms and pictures. Observation, same as First Grade. Expression, same as First Grade. Time, twenty-minute lessons, daily.

SECOND GRADE—SECOND SEMESTER.**Reading.**

See First Grade suggestions. Emphasize distinct articulation and correct expression. Complete second half of Second Reader. Supplement with Inter-State Primers and other First Readers. Use supplementary books for sight reading only.

Language.

Carry out oral and written work on parallel lines. Continue oral composition and reproduction. Copy short stories from blackboard or reading lesson. Reproduce short stories in writing. Continue descriptions of objects, comparisons. Capitalize names of days, months. Use comma with yes and no in address; apostrophe denoting ownership, omission of letters. Teach correct use of is, are, was, were, has and have. Utilize topics under General Lessons and make all the lines of study aid in Language.

Spelling.

Keep new words on blackboard for frequent use. Dictate sentences containing new words. Pupils are to spell all the new words and constantly to review old ones.

Number.

Read and write numbers to 9,999. Oral work—all operations to 40, fractions to fifths. Written work—Sums, etc., to 9,999. Towards close of Semester, subtract when lower figure is greater than upper. Practical problems—Compound numbers involving one operation. Written work now to be put in form by pupil. Roman Numerals to L. Teach 7 da.—1 wk.; 12 mo.—1 yr.; 52 wk.—1 yr.; 16 oz.—1 lb. Stoddard's New Intellectual Arithmetic, pages 2 to 10, 12 to 18, 20 to 26, 29 to 33. Other problems in line with written work. Require brief analyses. .

Writing.

Spencerian Copy Book No. 1, Revised Edition, Common School Course. Use also lead pencil and loose paper in connection with copy book.

General Lessons.

Foods—History and description of common articles of food. Time—Names of days, months, seasons. Size and weight—Comparisons. Carefully follow Prang's Outline of Nature Study. Supplement by Hooker's Child Book of Nature.

Physical Culture.

Review of First Semester work. Lesson 4, foot extension. Lesson 10, butterfly movement. Lesson 1, advanced course, balance step, chorography work. No. 4, Lesson 3, chorography work. No. 1, Lesson 4. Extra work—Grade Leaflets. Marching three times a week.

Music.

Advanced orders of difficulty on charts and in first readers. Simple songs, teaching children to apply words where before only syllables have been used. Use of tie and slur taught, followed by more difficult songs. Children sing 450 exercises and songs. Major and minor seconds taught. Children taught to distinguish minor exercises from their ending.

Drawing.

Continue same work as in First Semester.

THIRD GRADE—FIRST SEMESTER.**Reading.**

Second Reader not more than one month in review. Third Reader, first half of book. Frequent drills on elementary sounds and marking.

Language.

Review previous work. Have pupils write out descriptions of familiar plants, animals, etc., which they have been studying. Tell important items of news. Reproduce in their own language stories read and told. Memorize choice selections concerning nature, duty, etc. Perform some action which the pupils can describe to develop the idea of action words. Continue use of Quality Lessons. Metcalf's Language Exercises, two chapters.

Spelling.

Spell orally by letter and sound, and write words from all lessons. Analyze new words by sound and syllable. Teach distinct use of homonyms met. Use Stickney's Word by Word Primary, to page 23. Teacher's use only.

Arithmetic.

Read and write to 99,999. All operations orally to 54. Tables as before. Problems involving reduction three denominations. Multiply by 10, 20-90; by any number of two orders. Fractions—Add and subtract halves with fourths, sixths, eighths, tenths; thirds with sixths and ninths; fourths with eighths. Mixed numbers. Roman Numerals to C. Practical problems involving two operations; but no number greater than tens of thousands. Use Stoddard's New Intellectual Arithmetic, pages 9 to 37. Teacher's use only. Use other problems in line with written work.

Writing.

Spencerian Copy Book No. 2, Revised Edition Common School Course. Give special attention to position, holding of pen, movement and the analysis of letters.

Geography.

In general make this a thought, not a memory, study by asking at every point "Why?" Points of compass, idea of a map, map of school room, of school grounds, of Sioux City in mere outline.

OUTLINE FOR STUDY OF SIOUX CITY.

1. Location: Relative position, boundary.
2. Surface: Morningside table land, West Side valley and hills, Prospect Hill, Riverside Park, Central Park, Missouri River, Sioux River, Floyd River, Perry Creek. Use moulding board.

3. Climate: Cold winter, hot summer, changeable weather, prevailing winds—northwest and southeast; long delightful falls nearly rainless; severe storms. Ask reason for cold winter, hot summer, etc.

4. Population: Number, facilities for schools, churches, government, occupations, principal streets, principal buildings, plan of numbering.

5. Products: Stoves, ham, beef, etc. Why these products?

6. Commerce: Railroads, shipments, receipts, connections to Chicago, St. Paul, Minneapolis, Omaha, Des Moines. What leads to commerce? Following the outline for study of Sioux City, study Woodbury County.

General Lessons.

Human body—Lungs, how we breathe, what for? Effects of stimulants and narcotics on lungs. Plants—Study leaves and teach pupils to recognize the common plants, flowers and trees found in this locality. Animals—Study dog or some similar animal. How plants differ from animals.

Physical Culture.

Review all primary work as outlined. Lesson 3, first course.

Music.

Review of work given in Second Grade. Work finished in first series of charts and First Readers, Part I.

Drawing.

Drawing Book No. 1, Prang's Complete Course, together with clay modeling and more drawing from nature. Systematic study of primary colors with their tints.

THIRD GRADE—SECOND SEMESTER.

Reading.

Complete Third Reader. Teach to use dictionary. Supplement with Second Readers of other series for sight and information reading.

Language.

Give certain words to weave into a story. Emphasize paragraphing. In composition use nature study subjects. Teach correct use of go, see, run, grow, throw. Common uses of period, comma, hyphen, quotation marks. Simple letter writing. Uses of homonyms. Metcalf's Language Exercises, complete Part I.

Spelling.

Follow instructions of First Semester. Use Stickney's Word by Word Primary from page 33 to page 55. Teacher's use only.

Arithmetic.

Numbers to millions. Oral work to 100. Table of long measure. Time table. Written work to millions; multiply by 100, 200-900; multiply by any number. Division: Divisor 12 or less; grade divisors. Fractions to tenths; reduce, add, subtract, giving practical problems; include mixed numbers; multiply integral numbers by $\frac{1}{2}$. Roman Numerals complete. Practical problems involving two operations. Use Stoddard's New Intellectual Arithmetic, pages 37 to 45, 57 to 60. Use other problems in line with written work.

Writing.

Spencerian Copy Book No. 2, Complete Course, Revised Edition—See suggestions of First Semester.

Geography.

Present earth as a whole by means of globe, its size, form, motions, zones, seasons and surface.

Present hemispheres, continents, oceans, large islands, chief land and water divisions by moulding board. Teach forms of land and water, as island, continent, peninsula, isthmus, cape, lake, ocean, sea, gulf, bay, strait, harbor, plane, hill, valley, mountain, river, brook, spring, by means of moulding board.

Present a general idea of Iowa by means of map. Use moulding board and draw outlines.

General Lessons.

Minerals—What they are and how they differ from plants.

Plants—Study buds and germination of seeds. See Report of Committee of Ten. National flag—construction, history.

Physical Culture.

Review lower limb exercises. Lesson 4, first course.

Lesson 1, advanced course, line work.

Lesson 2, advanced course, basket step. Fancy step march. Selections for recitation with gesture. Extra work, Grade Leaflets. Outlines.

Music.

First Reader, Part II. Value of dot and effect of hold taught. Two-part music in First Reader. Six-part measure.

Drawing.

Drawing Book No. 2, Prang's complete course, together with clay modeling and more drawing from nature. Systematic study of the primary colors with their tints.

FOURTH GRADE—FIRST SEMESTER.
Reading.

First half of Introductory Fourth Reader. Drill on phonetics and marking. Use dictionary much, and much supplementary sight reading.

Language.

Teach correct forms of the most common irregular verbs. Lead pupils to utilize new words in conversation and written work. Secure discrimination in the use of synonyms and opposites. Continue to utilize General Lessons. Write stories from words given. Reproduce matter previously read. Describe pictures, objects and scenes. Use Metcalf's Language Exercises, Part II, Chapters VI, VII.

Spelling.

Use Stickney's Word by Word Advanced to page 41. Begin use of book by pupil.

Arithmetic.

Notation, numeration, addition, subtraction, multiplication, complete. Division—Divisor 99 or less. Decimals—two places add and subtract. Multiply and divide by integers. Fractions—add and subtract mixed numbers with fractions to 15ths; multiply fraction or mixed number by integer. Tables—avoirdupois, troy and apothecaries weights. Measurements—rectangles; apply to simple problems in carpeting, using carpet a yard wide, and plastering. Practical problems involving three denominations. Use Greenleaf's Brief Course in Arithmetic as a guide. Select as a rule problems of only average difficulty. Learn names of numbers involved in all operations. Stoddard's New Intellectual, pages 46 to 48, 50 to 51, 57 to 63. Use other problems in line with written work.

Writing.

Spencerian Copy Book No. 3, Common School Course, Revised Edition. Continue exercises on loose paper. Accept no careless work.

Geography.

Iowa—Following outline of study for Sioux City. Use pictures wherever possible. Cities: Des Moines, Sioux City, Burlington, Davenport, Dubuque, Cedar Rapids, Ottumwa, Iowa City, Keokuk, Marshalltown, Muscatine, Council Bluffs, Oskaloosa. Present general idea of states and territories. Divisions of North America. (Follow outline of North America in Fourth Grade using italicized words). Use Eclectic Elementary Geography.

General Lessons.

Plants—Study flowers, parts, etc., and teach pupils to recognize the common autumn varieties of this region. See Report of Committee of Ten.

Animals—Study frog or some similar animal.

Human body—Muscles, their structure and use. Effects of stimulants and narcotics upon them.

Physical Culture.

Review Third Grade work. Lesson 4, first course.

Music.

Review of Third Grade work, First Readers finished.

Drawing.

Drawing Book No. 3, of Prang's Complete Course, together with clay modeling and more drawing from nature. Study light. Express same in three planes, light, shade and cast shadow. Systematic study of primary colors with their tints and shades.

FOURTH GRADE—SECOND SEMESTER.**Reading.**

Last half of Introductory Fourth Reader. Call frequently for substance of lessons in pupil's own language. Note punctuation marks and capital letters. Commit and recite selections.

Language.

Utilize nature study topics and geographical topics in compositions. Note changes in words to denote one or more. Combine statements. Unite several related sentences into a smooth paragraph. Continue the study of paragraphing. Metcalf's Language Exercises, Part II, completed.

Spelling.

Use Stickney's Word by Word Advanced, pages 41 to 72.

Arithmetic.

Division—complete. Decimals—continue. Continue fractions, tables and measurements. Do not use large denominators in fractions. Name and number of months, number of days in each, subtraction of dates. Simple interest by aliquot parts. Stoddard's New Intellectual Arithmetic, pages 48 to 54, 63 to 76.

Writing.

Spencerian Copy Book No. 3, Common School Course, Revised Edition. See suggestions in First Semester.



PHYSICAL LABORATORY.

Omaha, Mexico. Each state and its capital. Occupations, as influenced by climate and surface conditions.

PRODUCTIONS.

Wheat belt, corn belt, cotton belt, rice district, grazing district, mining districts, coal, iron, lead, gold and silver districts; fishing coasts, fur regions, tropical fruits.

General Lessons.

Minerals—Collect common minerals and rocks and teach their names. Teach effects of heat on metals, water, air; the three forms of matter. Physiology—Food and drink. Plants—Study the common spring varieties of flowers.

Physical Culture.

Review Lesson 7 (Chart work outlines). Lesson 2, line work. Fancy step march. Suitable selections for recitations. Marching three times a week, observing laws. Extra work, Grade Leaflets.

Music.

Time work—Divided beat, two parts to the beat. Dotted note having a beat and a half. Triplet—Exercises from second series charts and Second Reader, Part I. for illustration and practice of above difficulties.

Drawing.

Drawing Book No. 4, of Prang's Complete Course, together with clay modeling and more drawing from nature. Study light and shade of objects. Express same in three planes, light, shade and cast shadow. Systematic study of primary colors with their tints and shades.

FIFTH GRADE—FIRST SEMESTER.

Reading.

First half of Fourth Reader. See suggestions of Fourth Grade. Practice silent reading for rapid thought gathering.

Language.

Emphasize the prompt recognition of parts of speech by reference to their literal meaning. Continue the study of the forms of irregular verbs. Teach general use of capitals and marks. Frequent exercises in use of synonyms and opposites. Utilize the Nature Study topics in written work. Use Hyde's Lessons in English, Part III, to page 98.

Spelling.

Use Stickney's Word by Word Advanced, pages 72 to 97.

Drawing.

Drawing Book No. 6, Prang's Complete Course. Clay modeling. Study light and shade of objects, giving attention to gradation of light and shade. Systematic study of intermediate colors with their tints and shades.

SIXTH GRADE—FIRST SEMESTER.**Reading.**

Read about half of Seven American Classics. Take up simile and metaphor. Follow suggestions for Fifth Grade.

Language.

Secure prompt recognition of parts of speech from use rather than from form. Teach discriminative use of adjectives and relative pronouns. Utilize topics from other lines of work. Hyde's Lessons in English, Part IV, and Supplementary Lessons, to page 253.

Spelling.

Sheldon's Word Studies, to page 35.

Arithmetic.

Compound denominate numbers, both integral and fractional: reduce, add, subtract, multiply and divide. Application of denominate numbers in measurement of surfaces, rectangles, triangles, circles. Longitude and time. Stoddard's New Intellectual, pages 96 to 108, 113 to 122. Use other problems in line with written work.

Writing

Spencerian Copy Book No. 5, Common School Course, Revised Edition. Use also loose paper. Accept no careless work.

Geography.

Detailed study of Europe. See outline at close of Course of Study. Use pictures freely.

General Lessons.

Physiology—The bones, their structure and use. Steele's Hygienic Physiology for pupil's use. Scientific temperance instruction three times a week. An extra language lesson, drawn from Physiology once a week, and current events once a week.

Physical Culture.

Review Fifth Grade work. Teach Lesson 8. (Outlines for Grade).

Music.

Review work of Fifth Grade.

Drawing.

Drawing Book No. 7, Prang's Complete Course. Clay modeling. Study light and shade of objects, giving attention to gradation of light and shade and artistic rendering. Systematic study of color in the grays; red-gray, yellow-gray and orange-gray with their tints and shades.

SIXTH GRADE—SECOND SEMESTER.**Reading.**

Complete Seven American Classics. Take up personification. Cultivate the imagination. Test the correctness of its pictures.

Language.

Emphasize verb study. Drill on forms. Develop habit of self-criticism in pupil. Complete Hyde's Lessons in English, and review Parts III and IV.

Spelling.

Sheldon's Word Studies, pages 35 to 61.

Arithmetic.

Application of denominate numbers in measurement of surfaces, roofing, flooring, plastering, paving, papering, carpeting, matching figures. Teach cubic measure. In measurements of solids, cisterns, cans, tanks, bins, boxes and stone work. Metric system of weights and measures, a mere outline. Stoddard's New Intellectual, pages 125 to 129. Other problems in line with written work.

Writing.

Spencerian Copy Book No. 6, Common School Course, Revised Edition.

See suggestions of First Semester.

Geography.

Detailed study of Mexico, Central America, West Indies, South America and Africa. See Outline.

General Lessons.

Physiology—The skin, its uses, structure, care, etc.; respiration, voice, and review of effects of stimulants and narcotics three times a week. Pupils use Steele's Hygienic Physiology. Language lesson once a week drawn from Physiology. Current events once a week.

Physical Culture.

Review Lesson 8. Teach Lesson 9. Teach last two figures of Lesson 3 and first figure of Lesson 6, advanced course. Fancy marching three times a week, and suitable selections for recitations. Extra work from Leaflets. Bells, if desired, first series.

Music.

Finish review, completing Second Reader through exercise 437. Introductory Third Reader. Chromatic tones in every possible relation practiced. Chromatic scale as a whole.

Drawing.

Same as First Semester.

SEVENTH GRADE—FIRST SEMESTER.**Reading.**

Read Seven British Classics, with supplementary reading from standard authors. Study the selections as literature.

Grammar.

Develop in pupils the habit of noting their own language, and criticising it. Whitney & Lockwood's English Grammar, to page 60.

Spelling.

Sheldon's Word Studies, pages 61 to 88.

Arithmetic.

Percentage, profit and loss, trade discount, insurance, commission, taxes, simple interest, customs or duties. In mental arithmetic, Stoddard's New Intellectual, pages 146 to 160. Other problems in line with written work.

Writing.

Insist that all written work be neatly done. Accept no careless work.

Geography.

Detailed study of Asia. Complete Australia, with the chief islands of Australasia. See Outline. Thorough review of United States.

General Lessons.

Physiology—Circulation and digestion. Effects of stimulants and narcotics three times a week. Students use Steele's Hygienic Physiology. Language lesson on same topic once a week. Current events once a week.

Physical Culture.

Review Sixth Grade work. Teach Lesson 9. Extra work from Leaflets. Bells second series.

Music.

Chromatics reviewed. Minors taught, both Harmonic and Melodic. Minor scales practiced.

Drawing.

Drawing Book No. 8, Prang's Complete Course. Clay modeling. Study light and shade of objects, giving attention to gradation of light and shade and artistic rendering. Systematic study of the grays, blue-gray, green-gray, violet-gray and gray-gray, with their tints and shades.

SEVENTH GRADE—SECOND SEMESTER.**Reading.**

Blaisdell's First Steps in English Literature, to page 81, with supplementary reading from standard authors. Carefully follow suggestions for study in text book.

Grammar.

Develop discriminative use of pronouns and adjectives. Whitney & Lockwood's English Grammar, pages 60 to 106.

Spelling.

Sheldon's Word Studies, pages 88 to 125.

Arithmetic.

Problems of interest. Partial payments, compound interest, annual interest, discount, exchange, stock investments. Stoddard's New Intellectual, pages 160 to 179. Use other problems in line with written work.

Writing.

Insist on careful and neat work in all written exercises. Accept no careless work.

History, U. S.

To the War for Independence, page 207, Scudder's U. S. History.

General Lessons.

Physiology—Special senses, effects of stimulants and narcotics, three times a week. Pupils use Steele's Hygienic Physiology. Sound—How conveyed, best conductors. Light—Analysis, uses, kinds, light and ventilation in buildings. Language lesson from these topics once a week. Current events once a week.

Physical Culture.

Review Lesson 9. Teach Lesson 10. Line work as outlined for Grade. Extra work from Leaflets. First series of wand exercises. Fancy marching three times a week. Recitations with gestures.

Music.

Modulation, diatonic and melodic, taught. These difficulties are illustrated by one, two and three-part exercises and songs of the Introductory Third Reader, which is used throughout the year.

Drawing.

Same as First Semester.

EIGHTH GRADE—FIRST SEMESTER.**Reading.**

Blaisdell's First Steps, to page 190, with supplementary reading from standard authors. Follow carefully suggestions for study found in text book, paying special attention to figures of speech and beauty of expression.

Grammar.

Drill much on building up verbs from their principal parts. Fix the conjugations. Whitney & Lockwood's English Grammar, pages 106 to 184.

Composition.

In connection with other subjects. Insist on good penmanship.

Spelling.

Sheldon's Word Studies, pages 125 to 145.

Arithmetic.

Exchange, equation of payments, ratio and proportion, partnership, involution, evolution, mensuration, general analysis. Teachers are to supplement with pages 122 to 125, 129 to 146 from Stoddard's New Intellectual Arithmetic, and present other problems in line with the written work.

U. S. History.

Complete and review the whole subject by March 1.

Physiology.

Nervous system, hints for the sick room and emergencies, poisons, etc., three times a week. Use Steele's Hygienic Physiology. One lesson per week, open for any subject not thoroughly mastered. Current events once a week.

Physical Culture.

Review Seventh Grade work. Teach Lessons 5, 6 and 10, advanced course.

Music.

Modulation and minors reviewed. Third Reader for mixed voices. Practice of music having bass staff.

Drawing.

Drawing Book No. 9, Prang's Complete Course. Clay modeling. Study light and shade of objects, giving attention to gradation of light and shade, artistic rendering, pictorial design. Systematic study of color in grays, red-gray, orange-gray, yellow-gray, with their tints and shades.

EIGHTH GRADE—SECOND SEMESTER.**Reading.**

Complete Blaisdell's First Steps.

Grammar.

Diagram and parse some. Require many examples to illustrate rules and definitions.

Whitney & Lockwood's English Grammar, pages 184 to 246 and review.

Spelling.

Sheldon's Word Studies, pages 145 to 174.

Arithmetic.

Measurement of land, equation of payments, progressions, longitude and time. Review work of Seventh Grade.

Government of Iowa.

Macy's Iowa Government Book, begin March 4 and complete.

Physiology.

Review of all topics with special reference to the effects of stimulants and narcotics three times per week. Utilize one period per week for any line of work which is behind. Current events once a week.

Physical Culture.

Teach Lessons 7, 8, 9 of advanced course. Review all previous work. Extra work from Leaflets. Second series of wand exercises. Fancy drills with marching three times a week. Recitations with gestures. Teacher may use the text book which is furnished for this grade.

Music.

Further practice using bass staff. The work constantly reviews all difficulties of tune and time covered in all previous grades.

Drawing.

Same as in First Semester.

GEOGRAPHY OUTLINE.

(FOR THE DETAILED STUDY OF A COUNTRY.)

I.—LOCATION.

- I. *Mathematical*: Latitude and longitude of isolated divisions.
- II. *Relative position and boundary*.
- III. *Size*: (By comparison.)
- IV. *Outline*: Make outline map.
 1. Coast.
 - a. Waters: Seas, gulfs, etc.
 - b. Lands: Islands, capes, etc.
 2. Border mountains, rivers, lakes.

II.—SURFACE.

Mould relief in sand and make permanent relief moulds.

- I. *General Surface*. Position of highlands, lowlands, slopes, etc.
- II. *Specific*:
 1. Mountains.
 2. Rivers and lakes.
 3. Soil and forestry.
 4. Miscellaneous features.
- III. Draw surface map.

III.—CLIMATE.

- I. *Heat*: Influenced by latitude, elevation, slopes, winds, seas, etc.
- II. *Moisture*: Influenced by winds, barriers.
- III. *Healthfulness*: Influenced by I. and II.
- IV. *Make Map*, showing climate and causes.

IV.—POPULATION.

- I. *Density*: Cities and towns.
- II. *Character* of people as to industry, education, religion.
- III. *Government*.
- IV. *Occupations*, as influenced by all of the above features.

V.—PRODUCTIONS. Make map of products..

- I. *Natural*.
 1. Animal.
 2. Vegetable.
 3. Mineral.
- II. *Manufactured*.

VI.—COMMERCE.**I. *Class.*****1. Domestic.**

- a.* Receipts: What? Whence?
- b.* Shipments: What? Whither?

2. Foreign.

- a.* Imports: What? Whence?
- b.* Exports: What? Whither?

II. *Means.*

- 1.** Railroads, canals, steamship lines, rivers, caravans.
- 2.** Make commercial map.

VII.—MAKE CHART COLLECTION OF PICTURES.

COURSE OF STUDY—SIOUX CITY HIGH SCHOOL.

FIRST YEAR.

CLASSICAL	LATIN	GERMAN	ENGLISH
FIRST SEMESTER	FIRST SEMESTER	FIRST SEMESTER	FIRST SEMESTER
Latin Lessons.....18	Latin Lessons.....18	German Lessons...18	Higher Arithmetic18
Algebra.....18	Algebra.....18	Algebra.....18	Algebra.....18
English.....9	English.....9	English.....9	English.....9
Rhetoric.....9	Rhetoric.....9	Rhetoric.....9	Rhetoric.....9
SECOND SEMESTER	SECOND SEMESTER	SECOND SEMESTER	SECOND SEMESTER
Latin Lessons.....8	Latin Lessons.....8	German Lessons...18	General History...18
Cæsar and Prose..10	Cæsar and Prose..10	.....	.....
Algebra.....18	Algebra.....18	Algebra.....18	Algebra.....18
Rhetoric.....8	Rhetoric.....8	Rhetoric.....8	Rhetoric.....8
History of Greece.10	History of Greece.10	History of Greece.10	History of Greece.10

SECOND YEAR.

CLASSICAL	LATIN	GERMAN	ENGLISH
FIRST SEMESTER	FIRST SEMESTER	FIRST SEMESTER	FIRST SEMESTER
Cæsar and Prose..18	Cæsar and Prose..18	German.....18	Physiology.....12
Algebra.....12	Algebra.....12	Algebra.....12	Algebra.....12
Geometry.....6	Geometry.....6	Geometry.....6	Geometry.....6
History of Rome..10	History of Rome..10	History of Rome..10	History of Rome..10
History of England 8	History of England 8	History of England 8	History of England 8
English Literature and Composition.	English Literature and Composition.	English Literature and Composition.	English Literature and Composition.
SECOND SEMESTER	SECOND SEMESTER	SECOND SEMESTER	SECOND SEMESTER
Cæsar and Prose..6	Cæsar and Prose..6	German.....18	Literature.....18
Cicero and Prose..12	Cicero and Prose..12	.....	.....
Geometry.....18	Geometry.....18	Geometry.....18	Geometry.....18
History of England 8	History of England 8	History of England 8	History of England 8
Civics.....10	Civics.....10	Civics.....10	Civics.....10
Literature and Composition.	Literature and Composition.	Literature and Composition.	Literature and Composition.

COURSE OF STUDY—SIOUX CITY HIGH SCHOOL.

THIRD YEAR.

CLASSICAL	LATIN	GERMAN	ENGLISH
FIRST SEMESTER	FIRST SEMESTER	FIRST SEMESTER	FIRST SEMESTER
Cicero and Prose... 18	Cicero and Prose... 18	German... 18	Bookkeeping... 18
Geometry... 12	Geometry... 12	Geometry... 12	Geometry... 12
Trigonometry... 6	Trigonometry... 6	Trigonometry... 6	Trigonometry... 6
Greek Lessons... 18	Botany... 12	Botany... 12	Botany... 12
Literature... 6	Chemistry... 6	Chemistry... 6	Chemistry... 6
	Literature... 6	Literature... 6	Literature... 6
	German, optional.		
SECOND SEMESTER	SECOND SEMESTER	SECOND SEMESTER	SECOND SEMESTER
Cicero and Prose... 6	Cicero and Prose... 6	German... 6	American Lit'ure. 6
Vergil... 18	Vergil... 12	Zoology... 12	Zoology... 12
Trigonometry... 6	Trigonometry... 6	Trigonometry... 6	Trigonometry... 6
Geology... 12	Geology... 12	Geology... 12	Geology... 12
Greek Lessons... 6	Chemistry... 12	Chemistry... 12	Chemistry... 12
Anabasis... 12	Botany... 6	Botany... 6	Botany... 6
Literature... 6	Literature... 6	Literature... 6	Literature... 6
	German, optional.		

FOURTH YEAR.

CLASSICAL	LATIN	GERMAN	ENGLISH
FIRST SEMESTER	FIRST SEMESTER	FIRST SEMESTER	FIRST SEMESTER
Vergil... 18	Vergil... 18	Etymology... 12	Etymology... 12
Physics... 18	Physics... 18	Phys. Geography... 6	Phys. Geography... 6
Anabasis... 16	Astronomy... 12	Physics... 18	Physics... 18
Homer... 2	Reviews... 6	Astronomy... 12	Astronomy... 12
Literature... 6	Literature... 6	Reviews... 6	Reviews... 6
		Literature... 6	Literature... 6
SECOND SEMESTER	SECOND SEMESTER	SECOND SEMESTER	SECOND SEMESTER
Vergil... 6	Vergil... 6	Phys. Geography... 6	Phys. Geography... 6
Ovid... 12	Ovid... 12	Polit. Economy... 12	Polit. Economy... 12
Physics... 18	Physics... 18	Physics... 18	Physics... 18
Homer... 18	Reviews... 6	Reviews... 18	Reviews... 18
Literature... 6	Polit. Economy... 12	Literature... 6	Literature... 6

Music, two lessons per week. Optional after second year.

Figures opposite studies denote number of weeks studies are to be pursued.

ENGLISH LITERATURE FOR THE SIOUX CITY HIGH SCHOOL.

FIRST YEAR.

I. Longfellow: *Evangeline*, *Miles Standish*, selections; Irving: *Sketch Book*, selections; Whittier: *Snow Bound*, *Poems of Freedom*, selections; Lincoln's *Gettysburg Speech*.

II. Holmes: *Autocrat of the Breakfast Table*, selections; Bryant: *Thanatopsis*, *Lines to a Waterfowl*, selections; Webster's *Bunker Hill Oration* and *Reply to Hayne*; Scott: *Selections from Ivanhoe*.

III. Tennyson: *Enoch Arden*, selections; Hawthorne: *Twicetold Tales*, selections; Scott: *Lay of the Last Minstrel*; Henry's *Speech Before the Virginia Convention*; Bayard Taylor: *Poems of the Orient*, selections.

SECOND YEAR.

I. Tennyson: *The Princess*, selections; Scott: *Marmion*, selections; Lowell: *Vision of Sir Launfal*, selections; Goldsmith: *The Vicar of Wakefield*.

II. Emerson: *American Scholar*, *Character*; Addison: *The Spectator*; Scott: *Lady of the Lake*; Dickens: *David Copperfield*.

III. Gray: *Elegy in a Country Churchyard*; Goldsmith: *The Deserted Village*; Carlyle: *Essay on Burns*.

THIRD YEAR.

I. Carlyle: *Heroes and Hero Worship*; Milton: *L'Allegro*, *Il Penseroso*, *Hymn to the Nativity*, *Comus*, *Lycidas*.

II. Macaulay; *Lays of Ancient Rome*, *Essay on Milton*; Emerson: *Self Reliance*, *Manners*, *Goethe*.

III. Shakespeare: *As You Like It*, *Julius Cæsar*; Pope: *Essay on Man*, *Essay on Criticism*; selections from *Byron*.

FOURTH YEAR.

I. Wordsworth: The Excursion; Dryden: Alexander's Feast; Ruskin: Sesame and Lilies; Shakespeare: Merchant of Venice, Macbeth.

II. Spenser: Fairie Queene, Canto I, Book I, Epithalamion; Chaucer: The Canterbury Tales; Bacon's Essays.

III. Selections from the works of George Eliot; selections from current literary magazines.

Use Welsh's Development of English Literature as reference book.

COURSE OF STUDY IN GERMAN.

FIRST YEAR.

Reading—Finish Wenckebach's Reader, excepting pages 126-153 and pages 238-248.

Grammar—Joynes-Meissner's German Grammar, Part 1.

Memorizing about fifteen poems, also proverbs and idioms.

Conversation on reading lessons and miscellaneous topics.

SECOND YEAR.

Reading—Wenckebach, pages 126-153 and 238-248.

Classics—Schiller's Der Neffe als Onkel, Second Semester.

Grammar—Joynes-Meissner's German Grammar, Part 2

Composition—Harris' Prose Composition.

Memorizing about fifteen poems, also proverbs and idioms.

Conversations on reading lessons and miscellaneous topics.

THIRD YEAR.

Classic—Wilhelm Tell.

Reading—Bernhardt's Noveletten.

Grammar—Finish and review Joynes-Meissner's.

Composition—Harris' Prose Composition Book.

Conversation—Meissner's Conversation Book.

Literature—A brief outline of German literature.

Memorizing of poems and idioms.

COMMERCIAL COURSE.

FIRST SEMESTER.

Commercial Arithmetic, Bookkeeping, Civil Government, Business Writing, Commercial Law and Iowa Code, Spelling, Shorthand and Typewriting.

SECOND SEMESTER.

Book-keeping, Banking, Business Practice, Commercial Geography, Political Economy, Business Writing, Parliamentary Law, Shorthand and Typewriting.

One hour each week is devoted to literary exercises, consisting of declamations, essays and debates.

Students will not be required to buy text books for Shorthand and Parliamentary Law.



TAKING PHONOGRAPHIC RECORDS OF PUPILS' WORK.

TEXT BOOKS IN USE.

HIGH SCHOOL.

Arithmetic—Higher, Wells' Academic.

Algebra—Wentworth's Elements.

Astronomy—Young's.

Bookkeeping—Williams & Rogers'.

Botany—Gray's Lessons and Manual revised by Watson.

Chemistry—Williams', and Laboratory Manual.

Civics—Fiske's Civil Government.

Commercial Law—Clark's.

English—Lockwood's Lessons.

Etymology—Swinton's Word Analysis.

Geology—Le Conte's Compend.

Geometry—Wentworth's.

German—Joynes-Meissner's Grammar; Wenkebach's Reader; Schiller's *Der Neffe als Onkel*, *Wilhelm Tell*; Harris' Composition and Meissner's German Conversation.

Greek—Goodwin's Grammar; White's *Beginner's Greek Book*; Kelsey's *Anabasis*; Keefe's *Iliad*; Collar and Daniell's Prose.

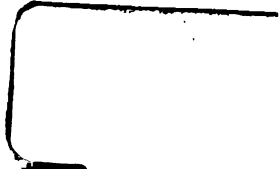
History—Myer's General History; Montgomery's History of England.

Latin—Harkness' Grammar; Tuell and Fowler's First Book in Latin; Harper & Tolman's *Cæsar*; Kelsey's *Cicero*; Harper and Miller's *Vergil*; Daniell's Prose I, II.

Literature, American—Hawthorne and Lemmon's.

Physics—Gage's Introduction to Physical Science; Gage's Manual for Physical Laboratory.

Physiology—Hutchinson's.



Political Economy—Laughlin's.
Rhetoric—Genung's Outlines.
Trigonometry—Schuyler's.
Zoology—Packard's and Manual.

GRAMMAR AND PRIMARY GRADES.

Arithmetic—Greenleaf's Brief Course and Complete, and Stoddard's Intellectual.

Civil Government—Macy's Iowa Government Book.

Drawing—Prang's Course.

Grammar—Whitney-Lockwood.

Geography—Eclectic Elementary and Complete; for teachers' use, Frye's Child and Nature.

History—Scudder's History of U. S.

Language—Metcalf's Language Exercises and Hyde's Lessons in English.

Music—Normal Music Course.

Natural History—Tenney's Natural History, Hooker's Child Book of Nature. Bert's First Steps in Scientific Knowledge, for teachers' use only.

Physiology—Steele's Hygienic Physiology. Pathfinder Series, for teachers' use.

Reading—Harper's First, Appleton's Second, Third, Introductory Fourth and Fourth Readers. Seven American and Seven British Classics, Blaisdell's First Steps in English Literature. A large variety of supplementary readers furnished by the Board of Education.

Spelling—Stickney's Word by Word Primary; for teachers' use, Stickney's Word by Word Advanced, and Sheldon's Word Studies.

Writing—Spencerian Copy Books, Common School Course. Revised Edition.

NORMAL TRAINING SCHOOL.

Trades and Professions are distinguished by skill and proficiency in definite lines of work. These are acquired only by thorough training. The lawyer, the physician, and the minister each prepares for his work by a special course of training. The whole business of the country is run by men who by special training have been moulded to fit the places they fill. If teaching is to be a profession, and no one now doubts it, those who succeed in the calling must make special preparation for it. This fact has been acknowledged by the establishment of Normal Schools all over the country.

Sioux City has especial need of such a school. Such is the increase in her population from year to year that this cause, together with the falling away from the ranks of the profession, makes it necessary to employ from fifteen to twenty new teachers every year. To meet in part our own home demand for skilled teachers, we have established this Training School.

QUALIFICATIONS FOR ADMISSION.

All persons over 18 years of age who are graduates of High Schools, and other persons of equivalent academic training, (successful experience in teaching is also recognized,) are admitted to the school, provided they apply for admission before the 15th day of September each year. Students will be received for the full course only.

This high standard of admission makes it unnecessary to include much academic work in the course, which consists almost wholly of professional study.

COURSE OF STUDY.

The course embraces Educational Psychology, the general Science of Education, a detailed study of the most improved methods of teaching the different branches, a sketch of the History of Education, and actual teaching in all grades under the direction and supervision of the Principal.

TIME REQUIRED.

With the high standard of admission required, students can complete the course in one year. Graduates of the Sioux City Normal School will thus be able to compete favorably with those of many State Normal Schools.

MANNER OF TRAINING.

Students are here trained to know, to demand of themselves a reason for every method or device they employ in teaching, and are taught how to study children in a scientific way from an educational standpoint. This habit or attitude of mind is worth more than knowledge, and gives them the power of unlimited professional growth in after years.

TERMS.

Tuition free to residents of Sioux City.

Tuition for non-residents, \$30.00 for the entire course in advance.

TEXT BOOKS USED.

Quick's Educational Reformers.

Baldwin's Applied Psychology.

PROGRAMME FIRST SEMESTER.

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:00- 9:30	Write or draw on	Blackboard.	Write or	draw on Black-	board.
9:30-10:15	History of Education	Psychology.	School Economy.	Psychology.	School Economy.
10:15-11:00	Reading.	Language.	Reading.	Language.	Reading.
11:00-11:45	Literature.	Number.	Number.	Number.	History.
1:40- 2:15	Science.	Study.	Science.	Study.	Science.
2:15- 3:00	Study.	Geography.	Study.	Geography.	Study.
3:00- 3:45	Music.	Drawing.	Music.	Study.	Study.

PROGRAMME SECOND SEMESTER.

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:00-11:00	Teaching.	Teaching.	Teaching.	Teaching.	Teaching.
11:00-11:45	Critique.	Critique.	Critique.	Critique.	Critique.
1:00- 2:00	Preparation of	Lessons.	Prepara-	tion of Les-	sons.
2:00- 2:40	Psychology.	Geography.	Science.	Psychology.	History.
2:40- 3:15	Hist. of Education	Science.	Psychology.	Geography.	Language.

TEACHERS' LIBRARY.

CLASS A—PSYCHOLOGY.

1. Hand Book of Psychology.....Sully
2. The Teacher's Psychology.....Welch
3. Mental Science and Culture.....Brooks
4. First Three Years of Childhood.....Perez
5. Education of Man.....Froebel
6. Conduct of the Understanding, 3 volumes.....Locke
9. Mind Studies for Young Teachers.....Allen
10. Educational Psychology.....Hopkins
11. Habit in Education.....Radestock
12. Development Lessons, 2 volumes.....Preyer
14. Senses and Will.....Preyer
15. Outline Study of Man.....Hopkins
16. Cultivation of the Memory, 2 volumes.....Eldredge
18. A Pot of Green Feathers.....Rooper
19. A Study of Child Nature.....Harrison
20. Psychology, Volumes I and II.....Payne
22. Compayre's Elements of Psychology.....Payne
23. Psychology Applied to the Art of Teaching.....Baldwin

CLASS B—GENERAL PEDAGOGY AND HISTORY OF EDUCATION.

1. Education as a Science.....Bain
2. Philosophy of Education, 2 volumes.....Rosenkranz
4. Locke on Education.....Quick
5. True Order of Studies.....Hill
6. Lectures on Teaching.....Fitch
7. Elements of Pedagogy.....White
8. Lectures on Teaching.....Joseph Payne
9. Lectures on Science and Art of Education.....Joseph Payne
10. Education.....Spencer
11. Educational Mosaics.....Morgan
12. Talks With Teachers.....Mayo
13. Unconscious Tuition.....Huntingdon
14. The Action of Examinations.....Latham
15. Theory and Practice, 2 volumes.....Page

17. History of PedagogyCompayne
18. History of Pedagogy.....Hailman
19. History of Education.....Painter
20. Educational ReformersQuick
21. Pestalozzi, pamphlet.....Phelps
22. Froebel, pamphlet.....Phelps
23. Socrates, pamphlet.....Phelps
24. Mann, pamphlet.....Phelps
25. Life of Dr. Thomas Arnold.....Stanley
26. Life of Horace Mann.....Mann
27. John Amos Comenius.....Laurie
28. Reminiscences of Froebel.....Mann
29. Autobiography of Froebel.....Mann
30. Education in the United States.....Boone
31. Conduct as a Fine Art.....Gilman & Jackson
32. The Teacher's Commercial Value.....Bardeem
33. How Shall My Child Be Taught?.....Hopkins
34. Moral Instruction of Children.....Alder
35. Prussian Schools Through American Eyes.....Parsons
36. Notes on American Schools and Colleges.....Fitch
37. History of Modern Education.....Williams

CLASS C—METHODS.

1. Normal Methods.....Brooks
2. In the School Room.....Hart
3. Art of Teaching.....Ogden
4. Methods of Teaching, 2 volumes.....Swett
6. Art of School Management.....Baldwin
7. Principles and Practice.....Johonnot
8. Methods of Instruction.....Wickersham
9. Industrial Education.....Love
10. Methods of Teaching in Country Schools.....Lind
11. School Inspection.....Fearon
12. Normal Methods, 2 volumes.....Holbrook
14. The Teacher.....Blakiston
15. School Ventilation.....Morrison
16. The Way to Teach and How Not to Teach.....Griffin
17. Methods of Teaching and Studying History.....Hall
18. The Teaching of Geography.....Geikie
19. Quincy Methods, 6 volumes.....Patridge
25. Securing and Retaining Attention.....Hughes
26. Mistakes in Teaching.....Hughes
27. Parker's Talk on Teaching, 7 volumes.....Patridge
33. The Practical Teacher, 3 volumes.....Parker
36. Methods of Teaching in Geography.....Crocker

37.	Methods in Written Arithmetic.....	Cook
38.	School Management.....	Kellogg
39.	School Devices.....	Shaw & Donnell
40.	On Class Teaching.....	Eldredge
41.	On Discipline.....	Eldredge
42.	Development Lessons.....	DeGraff
43.	Spelling Tract.....	Parker
44.	How to Study Geography.....	Parker
45.	Essentials to Geography.....	Fisher
46.	Methods and Aids to Geography, 6 volumes.....	King
52.	School Economy.....	Wickersham
53.	Practical Work in the School Room.....	Yonge
54.	Course of the Quincy Schools.....	Yonge
55.	Course of Study and Methods of Teaching.....	Prince
56.	School Management.....	Holbrook
57.	Rosmini's Method in Education.....	Grey
58.	Practical Hints for Teachers.....	Howland
59.	Geographical Studies.....	Bitter
60.	Development Lessons.....	DeGraff & Smith
61.	How to Study United States History.....	Trainer
62.	Brooks and Brook Basins.....	Frye

CLASS D—PRIMARY AND KINDERGARTEN.

1.	Kindergarten Songs and Plays.....	Pollock
2.	Guide to Kindergarten.....	Peabody
3.	Kindergarten and School.....	Peabody
4.	Kindergarten Culture.....	Hailman
5.	The Kindergarten.....	Douai
6.	Explanation of the Kindergarten.....	Froebel
7.	Paradise of Childhood, 6 volumes.....	Wiebe
13.	Kindergarten Guide.....	Krauss
14.	Primary Methods, 8 volumes.....	Hailman
17.	Primary Object Lessons, 3 volumes.....	Calkins
20.	Observation Lessons in Primary Schools, 2 volumes.....	Hopkins
22.	Lessons on Color, 2 volumes.....	Crocker
24.	Education by Doing.....	Johnson
25.	Grube Method in Arithmetic, 2 volumes.....	Seeley
27.	The Child, 2 volumes.....	Kriege
29.	The Child and Child Nature.....	Buelow
30.	Songs for Little Children.....	Smith
31.	Pollards Manual of Synthetic Reading and Spelling.....	Pollard

CLASS E—TRAVEL.

1.	Boy Travelers in Ceylon and India.....	Knox
2.	Boy Travelers in Russia.....	Knox

3. Boy Travelers in Japan and China.....Knox
4. Boy Travelers in Siam and Java.....Knox
5. Boy Travelers in South America.....Knox
6. Boy Travelers in Australia.....Knox
7. Boy Travelers in Mexico.....Knox
8. Boy Travelers on the Congo.....Knox
9. Zigzag Journeys in Classic Lands.....Butterworth
10. Zigzag Journeys in Europe.....Butterworth
11. Zigzag Journeys in the Sunny South.....Butterworth
12. Zigzag Journeys in Northern Lands.....Butterworth
13. Zigzag Journeys in Acadia.....Butterworth
14. Zigzag Journeys in the Orient.....Butterworth
15. Zigzag Journeys in Historic Lands.....Butterworth
16. Zigzag Journeys in the Occident.....Butterworth
17. Zigzag Journeys in the Levant.....Butterworth
18. Family Flights Around Home.....Hale
19. Family Flights Through Spain.....Hale
20. Family Flights Over Egypt and Syria.....Hale
21. Family Flights Through France, Germany, Etc.....Hale
22. Family Flights in Mexico.....Hale
23. Stanley's Adventures in Africa.....Headley
24. What Darwin Saw.....Harper

CLASS F—HISTORY.

1. The Story of Ancient Egypt.....Rawlinson
2. The Story of Media, Babylon and Persia.....Ragozin
3. The Story of Persia.....Benjamin
4. The Story of Phœnicia.....Rawlinson
5. The Story of Assyria.....Ragozin
6. The Story of Chaldea.....Ragozin
7. The Story of the Jews.....Hesmer
8. The Story of Carthage.....Church
9. The Story of Rome.....Gilman
10. The Story of Alexander's Empire.....Mahaffy
11. The Story of the Goths.....Bradley
12. The Story of the Saracens.....Gilman
13. The Story of the Moors in Spain.....Lane-Poole
14. The Story of Mediæval France.....Masson
15. The Story of the Normans.....Jewett
16. The Story of Hungary.....Vambery
17. The Story of Turkey.....Lane-Poole
18. The Story of Germany.....Baring-Gould
19. The Story of Norway.....Boyesen
20. The Story of Spain.....Hale
21. The Story of Holland.....Rogers

22.	The Story of Ireland	Lawless
23.	The Story of Mexico	Hale
24.	The Story of Greece	Harrison
25.	Stories of the War	Blaisdell
26.	The Colonial Era	Fisher
27.	Historical Geography of the United States	MacCoun
28.	The Old South	Page

CLASS G—HELPS FOR SCIENCE TEACHING.

1.	Earth and Man	Guyot
2.	Sea Islands of Alaska	Elliott
3.	Bodley Family Telling Stories.	Scudder
4.	Bodleys on Wheels and Bodleys Afoot.	Scudder
5.	Bodleys Abroad and Bodley Grandchildren	Scudder
4.	Seven Little Sisters, 6 volumes	Andrews
13.	Each and All, 6 volumes	Andrews
19.	Geographical Reader	Johonnot
20.	Geography of the Oceans, 2 volumes	Williams
22.	History of a Mouthful of Bread	Mace
21.	Physiography	Huxley
24.	Fairy Land of Science, 4 volumes	Buckley
23.	Simple Experiments, 6 volumes	Woodhull
34.	Our World, No. 2.	Hall
35.	Outlines of Lessons in Botany	Newell
36.	Glimpses of the Animate World	Johonnot
37.	Practical Zoology	Colton
38.	Birds.	Tenney
39.	Fishes and Reptiles.	Tenney
40.	Sea-Urchins, Star Fishes and Corals	Tenney
41.	Quadrupeds.	Tenney
42.	Bees, Butterflies and Other Insects.	Tenney
43.	Sea Shells and River Shells	Tenney
44.	Common Minerals and Rocks	Crosby
45.	Common Hydroids, Corals and Echinoderms	Hyatt
46.	A First Lesson in Natural History	Agassiz
47.	The Oyster, Clam and Other Common Mollusks	Hyatt
48.	First Lessons on Minerals.	Richards
49.	Hints for Teachers of Physiology	Bowditch
50.	Observation Lessons on Common Minerals.	Clapp
51.	About Pebbles	Hyatt
52.	Concerning a Few Common Plants	Goodale
53.	Worms and Crustacea	Hyatt
54.	Insecta	Hyatt
55.	Observation Lessons in Elementary Science	Hopkins
56.	The World and Its People	Dunton

57. The Ocean World.....Fignier
58. Our World Reader, No. 1.....Hall
59. Physical Geography, 2 volumes.....Geikie
61. Walks and Talks in the Geographical Field.....Winchell
62. Our World, No. 1 and No. 2.....Hall

CLASS H—MISCELLANEOUS.

1. Intellectual Development of Europe, Nos. I and II.....Draper
3. Morals and Manners.....Gow
4. New Gymnastics.....Dio Lewis
5. Leonard and Gertrude.....Pestalozzi
6. Emile.....Rousseau
7. Levana.....Richter
8. Sex in Education.....Clark
9. The Evolution of Dodd.....Smith
10. The Man Without a Country.....Hale
11. Animal Intelligence.....Romanes
12. Bulfinch's Mythology. (The Age of Chivalry).....Hale
13. Bulfinch's Mythology. (The Age of Fables).....Hale
14. The Schoolmaster in Literature.....Eggleston
15. Words and Their Uses.....White
16. Humors of School Life.....Sheeley
17. Day Dreams of a Schoolmaster.....Thompson
18. Old School Days.....Harris
19. Report of the Commissioner of Education.....Harris
20. Benjamin Franklin and the University of Pennsylvania.....Harris
21. Ear and Voice Training.....Calkins
22. How to Get Strong.....Blakie
23. On the Use of Words.....Eldredge
24. Laura Bridgeman, 2 volumes.....Lamson

CLASS I—PERIODICALS.

Goldthwaite's Geographical Magazine.

Education.

Journal of Education.

Primary Education.

Popular Educator.

Teachers' World.

The School Journal.

The School Bulletin.

South Dakota Educator.

School Board Journal.

Iowa Normal Monthly.

Iowa Schools.

Woodbury County Teacher.

Total number of books in Library292

SCHOOL JOURNALS REGULARLY READ.

American Teacher	36
Central School Journal	1
Current News	1
Educational Foundations	15
Educational Magazine	1
Educational Review	2
Education	5
Geographical Magazine	2
Intelligence	25
Inter-State School Review	1
Iowa Normal Monthly	2
Journal of Education	22
Kindergarten Magazine	2
Normal Instructor	2
Normal Educator	1
Normal Institute	1
Popular Educator	39
Primary Education	29
Penman's Art Journal	3
School Journal (N. Y.)	23
School Review	3
Scientific Temperance	23
School Record	1
Teachers' Institute	22
Teachers' World	10
Woodbury County Teacher	43
Week's Current	8
Total	323

ORGANIZATION OF SCHOOLS, 1893-94.

SUPERVISION.

SUPERINTENDENT, H. E. KRATZ.

Office—High School Building, Twelfth and Jackson streets.

Office Hours—9 to 11 o'clock A. M. Mondays, 4 to 5 o'clock P. M. every school day.

Supervisor of Physical Culture—Miss B. M. Nelson; at Superintendent's office every Tuesday, 4 to 5 P. M.

Supervisor of Music—Miss Mary A. Grandy; at Superintendent's office every Wednesday, 4 to 5 P. M.

Supervisor of Drawing—Miss Ida E. Boyd; at Superintendent's office every Thursday, 4 to 5 P. M.

Normal School Principal—Miss Mara L. Ferguson.

High School Principal—C. A. Miller.

Stenographer—Miss Rosanna Goodwin; office hours 8:30 to 12 M. 1 to 5:30 P. M. every school day.

BUILDINGS AND TEACHERS.

HIGH SCHOOL.

CORNER THIRTEENTH AND NEBRASKA STREETS.

C. A. Miller.....	Principal, Greek
Miss Nannie Knott.....	Physics
Miss Frances M. Cobb.....	Algebra
Miss Adele Fuchs.....	German
Miss Lillian E. Shorthill.....	Geometry
Miss Helen Middlekauff.....	Literature
Miss M. Rowena Morse.....	Chemistry
Miss Anna S. Jenkins.....	Latin
Miss Elizabeth Perkins.....	History
Miss Gertrude L. Dawley.....	English
Mr. S. D. Williams.....	Commercial
Miss Unis Colvin.....	Assistant
Mrs. A. Armstrong.....	Eighth Grade
Mrs. J. A. Blondell.....	Seventh Grade

John McGuire, Janitor.

ARMSTRONG.**EIGHTH AND PIERCE STREETS.**

Miss Ella O'Connor.....	Principal
Miss Myrta Pierce.....	Eighth Grade
Miss Lottie Burgess.....	Seventh Grade
Miss Anna Gray.....	Sixth Grade
Miss Meta Grandy.....	Fifth Grade
Miss Addie Walker.....	Fourth Grade
Miss Blanche Lewis.....	Third Grade
Miss Margaret Coulter.....	Sen. Second Grade
Miss Ella Packer.....	Jr. Second Grade
Mrs. E. A. Boehmler.....	Sen. First Grade
Mrs. M. B. Stewart.....	Jr. First Grade

Ed. Provost, Janitor.

BANCROFT.**ELEVENTH AND PEARL STREETS—NORMAL TRAINING SCHOOL.**

Miss Mara L. Ferguson.....	Principal
Miss Ida L. Ferguson.....	Seventh Grade
Miss Mollie Sawyers.....	Sixth Grade
Miss Mary McCarty.....	Fifth Grade
Miss Nellie Malone.....	Fourth Grade
Miss Emma Bliven.....	Third Grade
Mrs. Ruth VanHusen.....	Second Grade
Miss Emma Dunbar.....	First Grade

J. B. Hilgers, Janitor.

BRYANT.**THIRTEENTH AND JENNINGS STREETS.**

Miss Emma Weidel.....	Principal, Second Grade
Miss Alice Richmond.....	Fifth and Sixth Grades
Miss Ethel Richmond.....	Third and Fourth Grades
Miss Eva Kendall.....	First Grade

H. M. Ingwersen, Janitor.

COOPER.**WASHINGTON AND FAIRMOUNT STREETS.**

Mrs. Minnie L. Faulk.....	Principal
Miss Bessie McKichan.....	Fourth and Fifth Grades
Miss Pauline Schreiner.....	Third Grade
Miss Louise J. Hansen.....	Second Grade
Miss Anna Harrington.....	S. First Grade
Miss Lillie Orr.....	J. First Grade

Alfred Strand, Janitor.

DWIGHT.**SEVENTH AND WALL STREETS.**

Miss Mary O'Connor.....Principal Third Grade
 Miss Mary E. Kelley.....S. Second Grade
 Miss Kate Hubbard.....J. Second Grade
 Mrs. C. E. Gratz.....S. First Grade
 Miss Alice Halquist.....J. First Grade

Wm. Lambert, Janitor.

EVERETT.**WEST THIRD AND REBECCA STREETS.**

Miss Alice Roberts.....Principal
 Mrs. R. W. Sloan.....Sixth and Seventh Grades
 Miss Emma Shontz.....Fifth Grade
 Miss Ada N. Shontz.....Fourth Grade
 Miss Jessie Middlekauff.....Third Grade
 Miss Maggie Kennedy.....S. Second Grade
 Miss Sue Massey.....J. Second Grade
 Mrs. May R. Miller.....S. First Grade
 Miss Marion Nivling.....J. First Grade

H. P. Nicholas, Janitor.

FRANKLIN.**NINTH AND PLYMOUTH STREETS.**

Miss Mary Foley.....Principal, Third and Fourth Grades
 Miss Florence V. Kelly.....Second Grade
 Miss Nellie McLaughlin.....First Grade

August Schmidt, Janitor.

HAWTHORNE.**LEEDS.**

Miss Nettie L. Hotchkiss.....Principal, Sixth and Seventh Grades
 Miss Nina Booth.....Fifth Grade
 Miss Ella Lukenbell.....Third and Fourth Grades
 Miss Mattie Connolly.....S. Second Grade
 Miss Laura McIntosh.....J. Second Grade
 Mrs. Nellie R. Swingle.....First Grade

E. Lukenbell, Janitor.

HOPKINS SCHOOL.**PANOAH AND WEST EIGHTH STREETS.**

Miss Cora Holbrook.....Principal
 Miss Mary Leehan.....Seventh Grade
 Miss Lizzie B. Mason.....Sixth Grade
 Miss Martha Hill.....Fifth Grade

Mrs. C. C. Booth.....	Fourth Grade
Miss Elva Elston.....	Third and Fourth Grades
Miss Alice McCarty.....	Third Grade
Miss Lizette Strauss.....	S. Second Grade
Miss Kate McCarty.....	S. Second Grade
Miss Ellen McGuire.....	J. Second Grade
Mrs. C. M. Dickson.....	J. Second Grade
Miss Clara Dineen.....	S. First Grade
Mrs. Clara Merrill.....	J. First Grade

Perry Pierson, Janitor.

HUNT.

TWENTIETH AND JACKSON STREETS.

Miss Francis Burrington.....	Principal, First Grade
Miss Lizzie Bowyer.....	Second Grade

H. M. Ingwersen, Janitor.

IRVING.

ELEVENTH AND JENNINGS STREETS.

Miss Ella Truman.....	Principal
Miss Florence Keene.....	Sixth Grade
Mrs. Margaret Hook.....	Fifth Grade
Miss Marcie Woodworth.....	Fourth Grade
Mrs. Laura Decker.....	Third Grade
Miss Julia Ross.....	S. Second Grade
Miss Margaret Smith.....	J. Second Grade
Miss Mabel M. Hoyt.....	S. First Grade
Miss Harriett Buchanan.....	J. First Grade

John Erhardt, Janitor.

LONGFELLOW.

MORNINGSIDE.

Miss Ella Hawkins.....	Principal
Miss Edna Egglesfield.....	Sixth and Seventh Grades
Miss A. M. Barnes.....	Fifth Grade
Miss Nellie M. Carr.....	Fourth Grade
Miss Minnie J. Swift.....	Third Grade
Miss Bertha Wyatt.....	Second Grade
Miss Fannie Palmer.....	Second Grade

J. W. Norris, Janitor.

MANN.

WEST THIRD AND BLUFF STREETS.

Mrs. Mary McKichan.....	Principal, First Grade
Miss Mary D. Wiley.....	Third and Fourth Grades

Miss Janie Shanley.....Second Grade
Miss Reka Strauss.....First and Second Grades
John Foley, Janitor.

PEABODY.

THIRD AND PROSPECT STREETS.

Miss Kate M. Griffin.....Principal, Fourth Grade
Miss Etta R. Griffin.....Third Grade
Miss Terressa Kennedy.....Second Grade
Miss Belle Eiseman.....S. First Grade
Miss Clara E. Cameron.....J. First Grade
Wm. Lambert, Janitor.

RIVERSIDE.

Miss Bertha Richardson.....Principal, Third and Fourth Grades
Miss Maud E. Perry.....First and Second Grades
Lee Maynard, Janitor.

SPRINGDALE.

Miss Edith Johnson.....Principal, First to Fourth Grades
John Holloway, Janitor.

WEBSTER.

WEST FIFTH AND MARKET STREETS.

Miss Mary Ashford.....Principal
Miss Mary Neely.....Eighth Grade
Mrs. W. E. True.....Seventh Grade
Miss Frances Hall.....Sixth Grade
Miss Myrta Richardson.....Fifth Grade
Miss Florence Coates.....Fourth Grade
Miss Alma Barnes.....Third Grade
Miss Carrie Lubert.....S. Second Grade
Miss Amy White.....J. Second Grade
Miss Fannie Foster.....First Grade
John Foley, Janitor.

WORCESTER.

DACE AND WALL STREETS.

J. G. Hobson.....Principal
Miss Nellie McMaster.....Seventh and Eighth Grades
Mrs. L. M. Smith.....Sixth Grade
Miss Jean Jordan.....Fifth Grade
Miss Alma Brown.....Fourth Grade
Miss Sarah Jordan.....Third Grade
Miss Grace Loughran.....S. Second Grade
Miss Emma Coates.....J. Second Grade

Miss Anna Johnson	S. First Grade
Miss Ella R. Zuver	J. First Grade
Mrs. M. J. Moody	J. First Grade
J. G. Wallace, Janitor.	

SUBURBAN SCHOOLS.

EMERSON HEIGHTS.

Miss Ethel E. Fry	First to Fourth Grades
Frank Morse, Janitor.	

FLOYD.

EIGHTH AND STEUBEN STREETS.

Miss Elizabeth Davelaar, Morning Side	First Grade
Wm. Lambert, Janitor.	

GLEN HILL.

Miss Kate Anderson	First to Sixth Grades
Miss Anna Sterling	Assistant
A. Foran, Janitor.	

HIGHLAND.

Miss Pearl Caldwell	First to Fourth Grades
F. M. DeMaranville, Janitor.	

LAKEPORT.

Miss Jennie Lindsay	First and Second Grades
J. W. Norris, Janitor.	

LOGAN PARK.

Miss Helen I. Chapnell	First to Fourth Grades
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LYNN.

Miss Helen Corkery	First to Fourth Grades
E. Lukenbell, Janitor.	

PIXLEY PARK.

Miss Lillie Keefe	First to Fourth Grades
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SMITH'S VILLA.

Miss Mary Hoskins	First Grade
Walter Sterling, Janitor.	

SPRING GROVE.

Mrs. Mary Hallahan	First to Fourth Grades
Wm. Strange, Janitor.	

THOMPSON'S GROVE.

Miss May Brown	First to Fourth Grades
Fred Olson, Janitor.	

RULES AND REGULATIONS.

BOARD OF EDUCATION.

1. **MEETINGS OF THE BOARD OF EDUCATION.**—The annual meeting of the Board for organization shall be held on the third Monday of March of each year, and shall be called to order by the Secretary, who shall act as President *pro tempore*.

The Board shall elect from its own members a President for the ensuing year as provided by law.

At any meeting of the Board when the President so elected is absent, a President *pro tem* shall be chosen.

2. On or before the next regular meeting of the Board after his election, the President shall appoint the following standing committees, consisting of not less than three members each, viz:

Finance,
School House,
Teachers,
Purchasing,
Auditing.

The first member named on each committee shall be Chairman, and the President *ex officio* member of all the committees.

3. The Board shall meet as provided by law, on the third Monday of September of each year, and choose from outside the Board a Secretary and Treasurer, who shall each serve one year from time of election.

The regular meetings of the Board shall be held on the first Monday of each month. Special meetings may be held at the call of the President, as provided by law.

4. The meetings shall be called to order by the President. The Secretary shall call the roll of the members, noting absentees, and the minutes of the preceding meeting, or meetings, read and corrected, after which they shall be attested by the President.

5. The order of business shall be as follows:

1. Communications addressed to Board.
2. Report and recommendations of Superintendent.
3. Report of committees.
4. Resolutions.
5. Unfinished business.

6. New business.

7. Auditing claims and accounts.

All reports and resolutions shall be in writing.

6. The President shall preside at all meetings of the Board and perform such duties as are provided by law. In addition to his duties so defined, he shall from time to time bring before the Board such matters as in his judgment may require the attention of the Board, and shall at the close of his term of office each year, submit a written report of the general condition of the public schools with his recommendation for changes.

7. The Secretary shall perform such duties as are provided by law. He shall make and keep a list of all property belonging to the Board. He shall file all reports, resolutions and documents acted on by the Board. He shall prepare an annual report and submit it to the Board at its meeting in September of each year. He shall also submit a report of all receipts and disbursements of the district, at its annual meeting in March of each year.

8. The Treasurer shall hold all moneys belonging to the district, and shall pay out the same only on the order of the President, countersigned by the Secretary, and shall keep an account of all receipts and expenditures of the district, and shall make a report of same from time to time, as required by the Board. His books shall always be open for inspection.

SUPERINTENDENT.

1. ELECTION AND TERM OF SERVICE.—At the regular meeting of the Board in January of any year in which a term of service shall expire, it shall be the duty of the Board to elect by ballot a Superintendent of the Public Schools. He shall enter upon his duties on the first Monday in July following his election, unless the Board shall designate a different date. His term of service shall be for a period designated by the Board, not to exceed three years. He may be removed after a full hearing, for negligence or misdemeanor in official duty, or by full vote of the Board at any time upon thirty days' notice. At the expiration of his service he shall transmit to his successor in office such records and information as shall enable him to carry forward the work of the schools. A vacancy occurring in the office may be filled at any regular meeting of the Board, or at any special meeting called for that purpose. His salary shall be fixed at the time of his election.

2. The Superintendent shall devote himself exclusively to the duties of his office; shall have general supervision of all the schools of the city; their organization, classification, course of study, and the methods employed in instruction and management. To this end he is constituted the executive officer of the Board, and to him is committed the direction of all employees connected with the schools.

3. He shall inform himself concerning the methods pursued and the work done in other school systems, that he may intelligently suggest lines of improvement.

4. He shall meet the teachers as often as he deems necessary for the purpose of discussing methods of instruction, or management, not less than once in each month. He shall also lay out a course of professional reading for the teachers and apply such tests as he may deem proper to ascertain how thoroughly the course has been pursued.

5. During each school day he shall keep regular office hours, of which due notice shall be given. In case of temporary absence from the city, or of sickness, he shall notify the President of the Board, the Chairman of the Teachers' Committee, or the Clerk, and make suitable provision for the performance of official duties.

6. He shall visit each room as often as possible, note the character and spirit of the work of teachers and pupils, and make such suggestions to either as will promote the interests of the school.

7. He shall conduct, or authorize, all examinations for admission or promotion.

8. He shall recommend to the Board from time to time such district boundaries as shall in his judgment secure the greatest convenience of school attendance possible with the capacity of the several buildings.

9. He may readmit pupils who have been suspended by principals or teachers for any misdemeanor, satisfactory reason being given him that the fault will be corrected. Or, he may refer the case to the Board.

10. He shall prepare a system of blanks for the various records and reports and supply the teachers therewith.

11. He shall attend the regular meetings of the Board, shall make verbal report of the condition of the schools, promptly reporting any failures on the part of teachers or janitors to perform the duties required of them. At the end of each year he shall prepare a written resume, accompanied by such suggestions as shall make the future work of the schools more effective.

12. He shall ascertain the names of all non-resident pupils and report the same to the Board. He shall each term collect, in advance, all tuition fees, pay the same to the Secretary of the Board and report the amount to the Board.

SUPERVISORS.

1. Supervisors shall, under the direction of the Superintendent, carry out the special work assigned them.

2. They shall assist the Superintendent in the organization of the school and at the semi-annual examinations, as he shall direct.

3. They shall call together the teachers by grades and instruct them in those subjects over which they have supervision.

4. They shall make out a schedule for regular visitation of each school building at the beginning of the school year, file the same with the Superintendent, give notice to each building of the times they are due, and strictly follow their schedule.

5. They shall make written reports of the progress of their work to the Superintendent as often as he may request.

PRINCIPALS.

1. Principals are in all matters pertaining to their work subject to the directions of the Superintendent.

2. Principals shall visit rooms daily, if possible; study how to improve each line of work; aid the teachers in securing greater efficiency in teaching, and see that the course of study and plans of work suggested by the Superintendent be faithfully carried out. They shall hold meetings of their assistant teachers for conference upon the work in hand at least once a month.

3. Principals shall have general supervision of the grounds, buildings and appurtenances of their respective schools, and shall be held responsible for any want of care, neatness or cleanliness on the premises. They shall notify the Superintendent of needed repairs and supplies.

4. They shall have supervision of the schools of their respective buildings in all matters pertaining to discipline; and to secure the proper decorum of pupils on the playground and in entering and leaving the building, they may assign teachers to posts of supervision. See Nos. 7 and 8 concerning "Teachers."

5. They shall see that the clocks are regulated according to the standard city time.

6. They shall assist the Superintendent in preparing for and conducting examinations in such ways as he shall direct.

7. It shall be their duty to notify the Superintendent of neglect or inability on the part of teachers or janitors, and to carefully enforce Rule 3, pertaining to tuition of foreign pupils.

8. They shall keep a roll of their own names and the names of teachers of the building where date and amount of absence or tardiness on the part of either shall be recorded. A full report of the same shall be made to the Superintendent once a month.

9. Rules regarding teachers not inconsistent with the above rules shall also be equally binding upon Principals.

10. Principals may be assigned supervision of grade work under direction of the Superintendent.

11. It shall be their duty to examine and assign new pupils to their proper rooms and classes.

12. At the close of the year, they shall send to the Superintendent an inventory of all furniture, supplies and apparatus in their respective schools.

TEACHERS.

1. All teachers who are employed by the year shall be elected annually and their salaries determined. Reappointments shall occur in May, and new teachers, or teachers to fill vacancies, shall be elected at any regular meeting or special meeting called for the purpose. They shall hold their office during the school year, or the part thereof following their election, unless sooner removed by the Board.

2. The Superintendent and Teachers' Committee shall fill temporarily all vacancies occurring during the year. The Board may elect such nominated teachers at any regular meeting.

3. Teachers shall at all times be subordinate to the Superintendent, the Supervisors and the Principal of the building in reasonable requirements.

4. They shall be in their rooms for the admission of pupils at least twenty (20) minutes before the opening of school in the morning, and fifteen (15) minutes in the afternoon.

5. Absence except for sickness or other *unavoidable* circumstance must be by special permission of the Superintendent. In case of unexpected detention from duty, word should be sent to him at once. No teacher will be allowed to resign in order to accept a position elsewhere without giving one month's notice, and securing permission from the Board.

6. They shall acquaint themselves with the regulations of the Board and the course of study, and faithfully administer such parts as pertain to their schools. As often as once in three months they shall read and explain to pupils the rules relating to them, and shall open them to the perusal of each newly admitted pupil.

7. They shall maintain good order and discipline in their rooms at all times, and co-operate with the Principal in the preservation of order in the halls and on the stairways. To this end they will be supported in the use of reasonable punishments. A neglect of this requirement, or a neglect when assigned to a post of supervision by the Principal to discharge the duties of that post will be deemed sufficient cause for dismissal.

8. For aid in discipline the assistant shall appeal to the room teacher; the room teacher to the Principal; the Principal to the Superintendent and the Superintendent to the Board. The Superintendent may require special cases to be referred directly from the teacher to him.

9. Teachers shall report at once to the Superintendent in person any case of corporal punishment administered by them.

10. They shall have *constant* care of the furniture and apparatus of their respective rooms, guarding them against the slightest misuse by pupils.

11. They shall be required to meet at the call of the superintendent not oftener than once a week, for conference upon any subjects pertaining to their work. In case of absence a written excuse must be forwarded promptly to the Superintendent. Teachers shall faithfully follow out the methods approved by the Superintendent.

12. They shall be present and assist the Supervisors in their special exercises, and faithfully carry out all instructions given by the Supervisors.

13. They shall give attention to the temperature and ventilation of their rooms, maintaining a temperature between 65 and 70 degrees Fahrenheit, and securing pure air, without drafts.

14. Within two weeks after the opening of school each teacher shall prepare a written programme of the work of her room, a copy of which shall be conspicuously placed in the room for reference, and a copy filed in the office of the Superintendent. Changes in the same shall be promptly reported.

15. No teacher shall allow the distribution of any advertisements, announcement of any entertainment, or presentation of any business enterprise in her room without the *written* consent of the Superintendent.

16. Teachers shall promptly investigate all cases of absence and tardiness of their pupils. No excuse for absence or tardiness shall be considered valid but *sickness* or some *imperative necessity*.

17. Teachers shall make such reports of their work as shall be from time to time required. They shall also promptly respond to any tests the Superintendent may desire to make touching their prescribed course of professional reading.

PUPILS.

1. Pupils shall not be admitted to the schools until they have attained the age of five years. Whenever the teacher is in doubt as to age she may require a written permit from the Superintendent.

There shall be two stated times for the admission of pupils to the lowest primary grades, viz: First two weeks of school in September and last two weeks in January.

2. Pupils shall be required to attend the schools of their respective districts, provided that the Superintendent may, for the purpose of discipline, transfer a pupil. Pupils moving from one district to another shall bear to the new school, from his former teacher, a card setting forth his grade and total attendance for the year. Provided, that moving on or after April 1st need not affect school residence for the year.

3. Pupils, whose parents or guardians are non-residents, will be received only upon receipt of Secretary of the Board for the payment of tuition. The rates of tuition shall be for

High School,	-	-	-	\$2 per month,
Grade School,	-	-	-	\$2 per month.
Training School,	-	-	-	\$30 for the course.

4. Pupils are forbidden to gather about the school premises before the first ringing of the bell. After the first ringing of the bell they are admitted to the grounds.

5. Each pupil must be provided with the books prescribed by the Board for his respective grade, together with such blank books and aids as are necessary to the regular work of the school. Pupils not so provided, after due notice has been given to the parent, may be reported to the Superintendent.

6. Pupils are required to be regular and punctual in attendance, and to present satisfactory excuse to the teacher for any delinquencies. Pupils are tardy unless they are seated at their desks at the stroke of the hall gong. Careless tardiness will be regarded a punishable offense.

7. Every pupil, absent or tardy, must promptly bring to the teacher a written excuse from parent or guardian. In case a pupil has been absent three half days, or tardy three times in four successive weeks, without valid excuse to the teacher, he shall be reported to the Superintendent, and such pupil shall be retained in school only upon assurance that his attendance will be regular and satisfactory, otherwise he shall be suspended until such assurance is given.

8. Pupils must be tidy and cleanly in person. Teachers may send pupils home to remedy unnecessary neglect of this requirement.

9. No pupil in whose person or family has existed any contagious disease shall be admitted to school until the accepted time of contagion has passed, except by certificate of physician that there is no danger of contagion.

10. Pupils are required always to be kind and respectful to one another and to their teachers; to refrain from the use of tobacco in any form, from profane or obscene language, and when dismissed from school quietly to leave the premises and return directly to their homes.

11. In case any pupil shall deface or injure, in any manner, property belonging to the school, such pupil shall be required to repair such damages.

12. Persistence in even slight offenses, impossible to be enumerated, which detract from the quiet, the general order, or the good appearance of class or school, shall subject the offender to such punishment as the teacher shall believe to be commensurate with the nature and *spirit* of the offense, even to suspension.

13. Pupils shall be promoted who maintain a standing of 75 per cent. upon the work of their grade. Those who have attained a class standing of "Excellent" or "Good" in any subject shall be excused from the final examination in that subject. Pupils may be moved to higher or lower grades at any time when in the judgment of the teacher and Superintendent it will be to their interest or that of the school.

14. In arranging programme for High School graduating exercises, the student having attained the highest average standing for the four years, shall be valedictorian, and the student attaining the next highest standing shall be salutatorian. In addition, the members of the graduating class shall select three students from the class, and the instructors of the High School three others, each to deliver an oration or essay. Each member of the graduating class shall prepare a graduating oration or essay.

15. Pupils will not be allowed to leave the school grounds during school hours, except on account of sickness, or by a written request of the parent, assigning a good reason therefor.

16. Pupils entering the public schools at the commencement of the school year, or at any time during the year thereafter, must comply with the requirements of the rules of the State Board of Health, which are as follows:

RULE 1. Every person entering any public school of Iowa must give satisfactory evidence of protection by vaccination.

RULE 2. The fact of vaccination and protection must be entered with each name on the school record and on transfer and promotion lists.

And it is ordered by the Board of Directors of the Independent District of Sioux City, that in enforcing the above rules, that the evidence of vaccination presented by a pupil shall be either:

FIRST—A certificate of a physician that the pupil has been successfully vaccinated by such physician, or show a scar of previous vaccination.

SECOND—Teacher may accept his or her own personal examination of a vaccination scar on the pupil as such evidence, in lieu of a physician's certificate.

GENERAL.

1. The school year shall consist of thirty-six weeks, beginning with the second Monday in September.

2. Thanksgiving Day with the following Friday, Christmas and New Year's, with intervening days, and Decoration Day shall be regular holidays. Other holidays or vacations can be granted only by special vote of the Board.

3. The morning session shall be from 9 A. M. to 11:45 A. M. The afternoon session from 1:30 P. M. to 4 P. M. The First Grade shall have

a recess of ten minutes each session, and dismiss at 11:15 A. M. and 3:15 P. M. The Second Grade, same recess, and dismiss at 11:30 A. M. and 3:30 P. M. The Third and Fourth Grades dismiss at 3:30 P. M. Times given above limit the working periods, no part of which is to be used in getting ready to dismiss.

4. The large bell shall be rung for three minutes, beginning at 8:40 A. M. and 1:10 P. M. It shall be tolled for two minutes, beginning at 8:55 A. M. and 1:25 P. M.

5. Salaries shall be paid at the close of each four weeks. Teachers may suffer a reduction of pay for delinquencies under Rules 4 and 11.

JANITORS.

1. All rooms in use are to be swept daily after school and thoroughly dusted in the morning. Floors are to be thoroughly scrubbed, walls and windows cleaned at least three times each year.

2. Outhouses, sidewalks and yards are to be kept clean and in good order at all times.

3. Outer doors are to be locked in the absence of teachers while the Janitors are doing their work.

4. Janitors shall attend to the ringing of all bells.

5. They shall maintain heat sufficient to give the required temperature of the rooms. They shall visit each room about the middle of each session, note the temperature and ventilation, and under the direction of the teacher in charge make such corrections in either as are deemed necessary.

6. They shall remain at the several buildings while schools are in session, unless excused by the Principal, and shall exchange supplementary readers, secure supplies, etc., at request of Principal.

7. Cloak rooms opening into halls shall be locked immediately after the assembling of the schools, except where they serve as an entrance to the room, in which case the door between the school room and the cloak room shall be kept open.

8. They shall occupy the time of vacations in cleaning the building or in making needed repairs.

9. Janitors shall refrain from the use of tobacco about the building before 4:30 P. M.

10. Janitors shall be subject to the Superintendent and Principal in all requirements.

SPECIAL.

The Board reserves the authority to restrain its employees in the abuse of privileges herein granted; and to amend, suspend or annul all or any part of these regulations at any time.

GRADUATES OF THE SIOUX CITY HIGH SCHOOL.

Class of 1875.

Helen Bogue,
Nellie Cobb,

Lucy Forbes,
Lelia Patterson,

Lizzie Smith.

Class of 1877.

Abbie Cleland,
Stella Davis,
John S. Davis,
Augusta Faulkenhainer,

Lucy Patterson,
Jennie Peterson,
Frederic Peterson,
Hattie Smith,

Annie Wilson.

Class of 1878.

Edith Allen,
Fannie Allison,
Jennie Bogue,
Mary Davis,
Julia Fogarty,

Lillie Hale,
Mary Hoskins,
John A. Magoun,
Maggie Nairn,
Jessie Skinner,

Lue A. Wright.

Class of 1879.

Ida L. Adams,
Mary Ashford,
Florence Charles,

Katie Davis,
Anna Falkenhainer,
B. R. Hopkins,

Mollie Sawyers.

Class of 1880.

Cora Fessenden,
Maria Griffin,
Julia O'Connor,

Mary O'Connor,
Fannie Patterson,
Helen Woolworth.

Class of 1881.

Grace Allen,
Hattie Allison,
Bevie Boehmler,
Florence Davis,
Will C. Dibble,
Kate Hubbard,

James Jordan,
Chas. E. Kirk,
Ada Lozier,
Mary E. McCarty,
Thos. J. McCarty,
Mamie O'Connor,

Lida Patterson.

Class of 1882.

Mollie Baker,
Rebecca Bedford,
Lulu Camp,
Florence Coats,
Geo. Davis,
Frank Fales,
Harry Hubbard,

Milton Holman,
Chauncey Joy,
Wm. Meyer,
Addie Sawyers,
Helen Smith,
Milton Smith,
Mary Trudell.

Class of 1883.

Mabel Allison,
Anton Anderson,
Maggie Ashford,
Chas. Atwood,
Edward Chalmers,
Leora Chase,
Helen Joy,

Gertie Kent,
Lena Moy,
Chas. O'Connor,
Ella O'Connor,
Frank O'Connor,
Jennie Pursloy,
Gertie Richardson.

Class of 1884.

Geo. Ash,
Wm. Davis,
Geo. Gilbert,
Helen Hoskins,
Blanche Lewis,
Emma McCarty,
Katie McCarty,

Mary Neff,
Katie O'Connor,
Chas. Palmer,
Lottie Reimestad,
Ethel Richmond,
Alice Smith,
Annie Zuver.

Class of 1885.

Cora Camp,
Frank Marousek,
Myrta Richardson,

John Schlawig,
Alice Stephens,
Cora Willey.

Class of 1886.

Jennie Adams,
Will Chase,
Emma Coats,
Flora Falkenhainer,
Mary Foley,

Lottie O'Connor,
Louie Packer,
Maggie Smith,
Bettie Wannfried,
Ella Zuver.

Class of 1888.

Maggie Beck,
Anna Davis,
Ed. Holman,
Sam. Hoskins,

Maggie Kennedy,
Maggie Murphy,
Bessie Nairn,
Frank E. Smith,

Zetta Strauss.

